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ABSTRACT

This module on legal compliance is intended to help guidance personnel in a variety of educational and agency settings gain skills in (1) implementing Federal and state legislative administrative procedures and requirements, and (2) influencing the development or improvement of such procedures and requirements. The module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. Patterned after the Performance Based Teacher Education Modules developed at the National Center for Research in Vocational Education, the modules teach competencies for planning, supporting, implementing, operating, and evaluating guidance programs. The module follows a standard format that includes the following components: (1) an introduction that gives the user an overview of the purposes and content of the module; (2) a section that provides information about the module goal and a list of the competencies covered in the module; (3) a reading containing information on each of the competencies; (4) learning experiences consisting of an individual activity, individual feedback, and a group activity; (5) evaluation techniques that can be used to measure what workshop participants need prior to training and what they have accomplished through training; and (6) an annotated list of resources. Appendixes include the text of the Career Guidance and Counseling Bill, request for proposal, and sections of the Texas state plan for vocational education. (KC)

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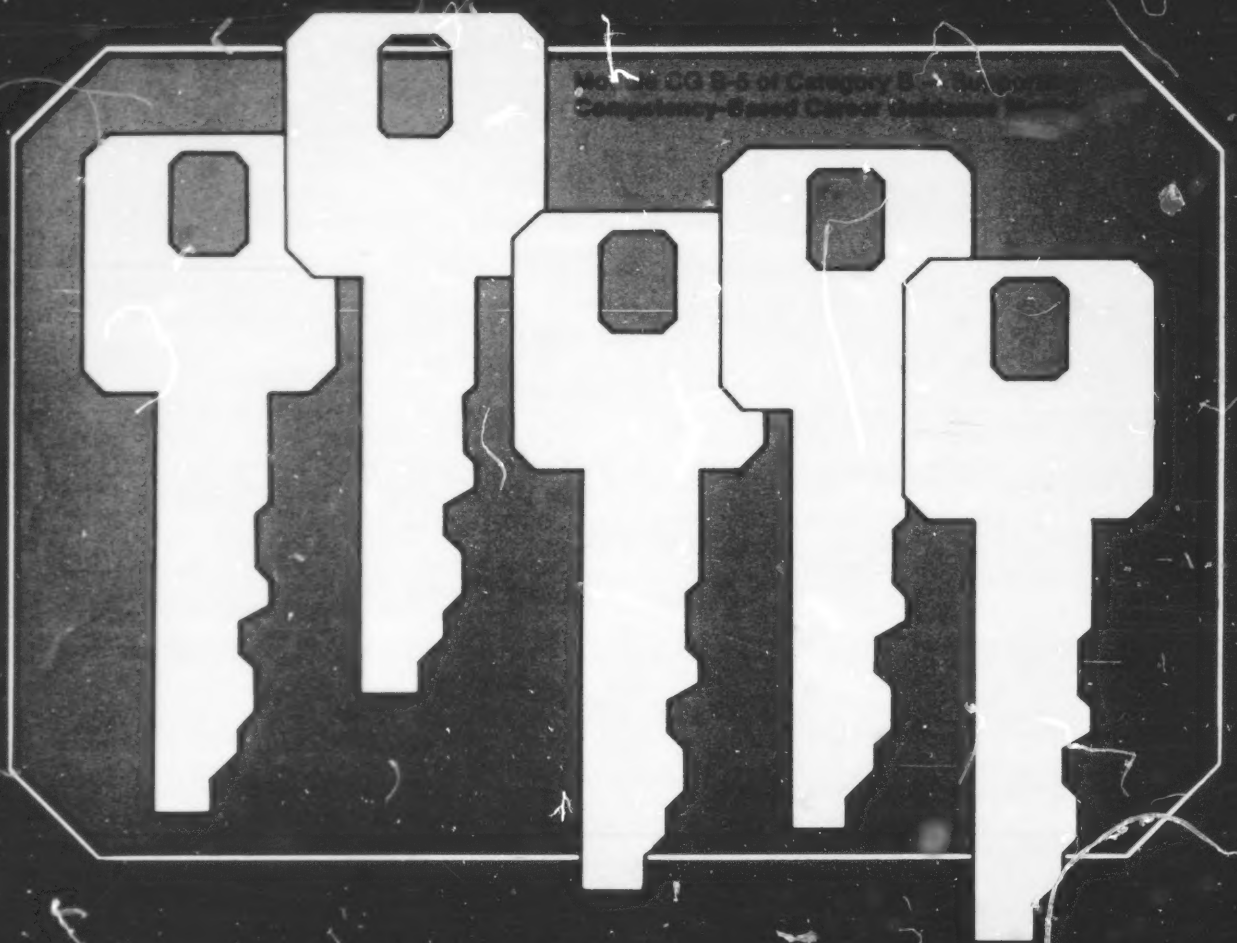
Use and Comply with Administrative Mechanisms



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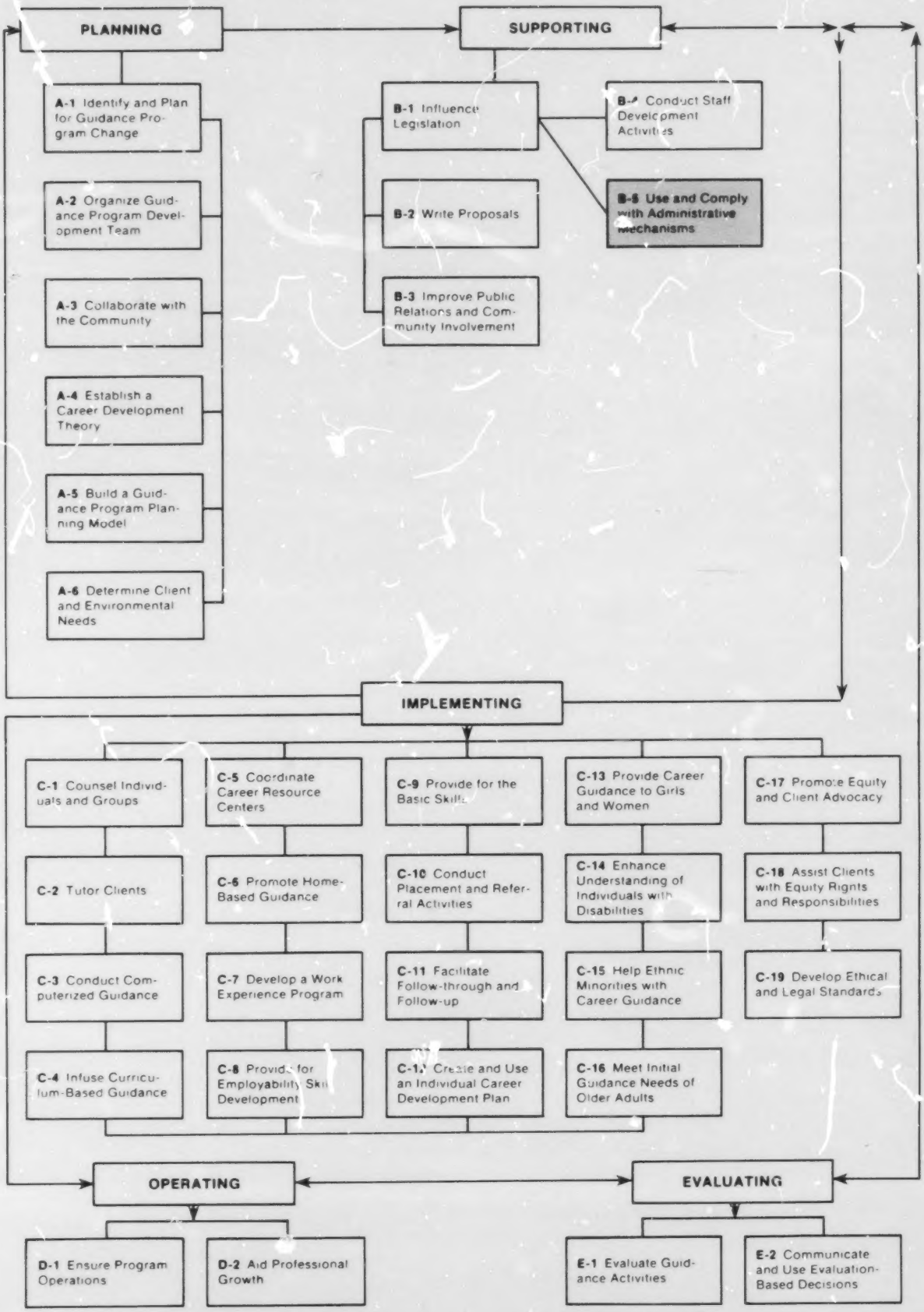
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Use and Comply with Administrative Mechanisms

MODULE CG B-5

Module CG B-5 of Category B — Supporting
Competency-Based Career Guidance Modules

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FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education under Federal Number NE-C00-3-77. Because this model has been successfully and enthusiastically recieved nationally and internationally, this series of modules follows the same basic format.

This module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning, supporting, implementing, operating, and evaluating of guidance programs. These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies.

Each module provides learning experiences that integrate theory and application; each culminates with competency referenced evaluation suggestions. The materials are designed for use by individuals or groups of guidance personnel who are involved in training. Resource persons should be skilled in the guidance program competency being developed and should be thoroughly oriented to the concepts and procedures used in the total training package.

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and inservice programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities, state departments of education, postsecondary institutions, intermediate educational service agencies, JTPA agencies, employment security agencies, and other community agencies that are responsible for the employment and professional development of guidance personnel.

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, and refinement of the materials.

National consultants provided substantial writing and review assistance in development of the initial module versions; over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement. The materials have been or are being used by 57 pilot community implementation sites across the country.

Special recognition for major roles in the direction, development, coordination of development, testing, and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff: Harry N. Drier, Consortium Director; Robert E. Campbell, Linda Pfister, Directors; Robert Bhaerman, Research Specialist; Karen Kimmel Boyle, Fred Williams, Program Associates; and Janie B. Connell, Graduate Research Associate.

Appreciation also is extended to the subcontractors who assisted the National Center in this effort. Drs. Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package, managed project evaluation, and developed the modules addressing special needs. Gratitude is expressed to Dr. Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans. Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites. Appreciation is extended to the American Vocational Association and the American Association for Counseling and Development for their leadership in directing extremely important subcontractors associated with the first phase of this effort.

The National Center is grateful to the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package. In particular, we appreciate the leadership and support offered project staff by David H. Pritchard who served as the project officer for the contracts. We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come.

Robert E. Taylor
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in Vocational Education

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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

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ABOUT THIS MODULE

USE AND COMPLY WITH ADMINISTRATIVE MECHANISMS

Goal

After completing this module, career guidance personnel will have gained skills needed to (1) implement federal and state legislative administrative procedures and requirements and (2) influence the development or improvement of state and local procedures for implementing such adminstrative mechanisms.

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Competency 2. Identify and understand the general administrative mechanism requirements that are part of any funding grant or contract relationship at either the local, state, or federal level, how to use them for their specific purposes, and the direct benefit they will have on local guidance programs 8

Competency 3. Identify and describe appropriate steps to take in providing influence and impact on state plans, advisory councils, and data reporting related to the operation of comprehensive programs of career guidance at the local level 9

Competency 4. Develop and establish a communications network and set of methods at the local, regional, state, or national level, involving a wide range of persons concerned with career guidance program improvement, including legislators, local government officials, local and state advisory groups, state department staff, counselor educators, local agency leaders, and their support staff 11

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ABOUT USING THE CBCG MODULES

CBCG Module Organization

The training modules cover the knowledge, skills, and attitudes needed to plan, support, implement, operate, and evaluate a comprehensive career guidance program. They are designed to provide career guidance program implementers with a systematic means to improve their career guidance programs. They are competency-based and contain specific information that is intended to assist users to develop at least part of the critical competencies necessary for overall program improvement.

These modules provide information and learning activities that are useful for both school-based and nonschool-based career guidance programs.

The modules are divided into five categories.

The GUIDANCE PROGRAM PLANNING category assists guidance personnel in outlining in advance what is to be done.

The SUPPORTING category assists personnel in knowing how to provide resources or means that make it possible for planned program activities to occur.

The IMPLEMENTING category suggests how to conduct, accomplish, or carry out selected career guidance program activities.

The OPERATING category provides information on how to continue the program on a day-to-day basis once it has been initiated.

The EVALUATING category assists guidance personnel in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

Module Format

A standard format is used in all of the program's competency-based modules. Each module contains (1) an introduction, (2) a module focus, (3) a reading, (4) learning experiences, (5) evaluation techniques, and (6) resources.

Introduction. The introduction gives you, the module user, an overview of the purpose and content of the module. It provides enough information for you to determine if the module addresses an area in which you need more competence.

About This Module. This section presents the following information:

Module Goal: A statement of what one can accomplish by completing the module.

Competencies: A listing of the competency statements that relate to the module's area of concern. These statements represent the competencies thought to be **most critical** in terms of difficulty for inexperienced implementers, and they are **not** an exhaustive list.

This section also serves as the table of contents for the reading and learning experiences.

Reading. Each module contains a section in which cognitive information on each one of the competencies is presented.

1. Use it as a textbook by starting at the first page and reading through until the end. You could then complete the learning experiences that relate to specific competencies. This approach is good if you would like to give an overview of some competencies and a more in-depth study of others.
2. Turn directly to the learning experiences(s) that relate to the needed competency (competencies). Within each learning experience a reading is listed. This approach allows for a more experiential approach prior to the reading activity.

Learning Experiences. The learning experiences are designed to help users in the achievement of specific learning objectives. One learning experience exists for each competency (or a cluster of like competencies), and each learning experience is designed to stand on its own. Each learning experience is preceded by an overview sheet which describes what is to be covered in the learning experience.

Within the body of the learning experience, the following components appear.

Individual Activity: This is an activity which a person can complete without any outside assistance. All of the information needed for its completion is contained in the module.

Individual Feedback: After each individual activity there is a feedback section. This is to provide users with immediate feedback or evaluation regarding their progress before continuing. The concept of feedback is also intended with the group activities, but it is built right into the activity and does not appear as a separate section.

Group Activity: This activity is designed to be facilitated by a trainer, within a group training session.

The group activity is formatted along the lines of a facilitator's outline. The outline details suggested activities and information for you to use. A blend of presentation and "hands-on" participant activities such as games and role playing is included. A Notes column appears on each page of the facilitator's outline. This space is provided so trainers can add their own comments and suggestions to the cues that are provided.

Following the outline is a list of materials that will be needed by workshop facilitator. This section can serve as a duplication master for mimeographed handouts or transparencies you may want to prepare.

Evaluation Techniques. This section of each module contains information and instruments that can be used to measure what workshop participants need prior to training and what they have accomplished as a result of training. Included in this section are a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. The latter contains a set of performance indicators which are designed to determine the degree of success the participants had with the activity.

References. All major sources that were used to develop the module are listed in this section. Also, major materials resources that relate to the competencies presented in the module are described and characterized.

INTRODUCTION

Educational programs initiated by the federal government have multiplied with incredible speed in the past several years. Although career guidance has not often been the focus of legislation, provisions for guidance activities and personnel have been embedded in many laws.

The topic of this module--administrative mechanisms--is a key element in supporting the program planning and implementation phases of a career guidance program. There are many administrative mechanisms, or requirements, built into legislation and policies. For example, some laws require the formation of a state advisory committee or the development of a state plan. Almost all have special requirements for reporting or submitting applications. Of late, requirements of equity for special populations are usually standard. And, of course, should you wish to gather data on human beings, instrument clearance is a must.

The competencies in this module are important because they deal with skills needed to comply with public policy. Knowing how to use administrative mechanisms is essential if you want to get full advantage from existing legislation. For example, the Career Education Incentive Act required that all states submit a state plan. In order to use federal funds to implement needed and desired career education activities in local schools, all states had to comply. Equally important is the development of skills to influence administrative mechanisms. In order to shape policy, you need to know how and when to exert influence so that the mechanisms work to the benefit of your program.

Understanding the Intent of Legislation

Competency 1

Understand the intent of federal and state legislation and policies, including their associated required procedures and published guidelines, to determine implications of certain legislative administrative mechanisms for the local career guidance program.

Although no piece of federal legislation exists that is solely designed to improve guidance programs, many laws indicate **intent** for guidance activities to take place. Appendix 1 of Module CG B-1, *Influence Legislation*, describes federal laws that have specific portions related to career guidance activities.

Unless you follow the federal legislation process very closely, the first contact that you may have with a law's contents is when you see the Rules and Regulations--or perhaps the Request for Proposals (RFPs)--in the *Federal Register*. The *Federal Register* is published daily, 5 days a week, by the Federal Register, National Archives and Records Service, and can be purchased from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Obtaining a copy of this publication is only a first step. Reading and interpreting the meaning of the language used in it is the real challenge. More than likely the goals and objectives of state plans are easier to follow than the actual rules and regulations as stated in legislative format. However, since the rules and regulations appearing in the *Federal Register* precede the interpretation of them in the development of the state plans, it is important for you to know how to **read** the actual legislation for the following reasons:

1. You are provided an opportunity to respond to legislation at both federal and state levels prior to the issuance of the final copy of such legislation.

2. You are provided an opportunity to attend hearings on state plans prior to their adoption for the purpose of providing input into how the legislation should be enacted in the state.

3. You may be asked to serve on a state planning committee or advisory council.

4. You may be asked to monitor or evaluate a federal or state funded project within your local education agency.

Administrative mechanisms are contained in every piece of legislation. One that occurred in P.L. 94-482 (Education Amendments of 1976) and P.L. 95-207 (Career Education Incentive Act) was the requirement for a state plan. The intent of this requirement is to ensure sound planning and management prior to the granting of funds to implement programs that are administered by the state departments of education. The way in which this plan is written significantly affects the local guidance program. Will funds be based on a formula whereby factors such as population or income index are considered, or will the funds be used to support demonstration projects that may or may not include a large number of local schools? The intent of the legislation will dictate the answer, and the administrative mechanism--the state plan--will reflect that mandate.

Knowing the Benefits of Administrative Mechanisms

Competency 2

Identify and understand the general administrative mechanism requirements that are part of any funding grant or contract relationship at either the local, state, or federal level, how to use them for their specific purposes, and the direct benefit they will have on local guidance programs.

The administrative mechanisms built into federal and state laws have specific purposes. Cynics often claim that the requirements are intended to constrain the activities of local programs, but in actuality these mechanisms are designed to benefit the local program, not add to bureaucratic paperwork.

Sample 1 lists some general administrative mechanisms, together with their purposes and benefits.

Interest in **monitoring** federal and state programs is at an all-time high level. In the face of inflation, accelerating costs, and high budget deficits, concerned officials at all levels of government continually press for evidence of the progress and effectiveness of projects and programs. Although career guidance in general has a high priority, specific projects and programs must compete with many other worthy programs involved in education and employment for limited resources, and objective data are critical to difficult resource allocation decisions for continuing the programs.

You can monitor the progress of those federal- and state-funded projects within your local education agency. When you do this, foremost in your mind should be the legislative purposes for which the federal or state programs were established. This question will be number one when evaluations are conducted. Evaluations, in turn, influence policy decisions about federal and state programs and the state and local resource allocations.

The following list can serve as a guide for monitoring each of the federal and state programs and projects under your direction.

1. Identify the **legal mandates**, compliances, rules, and regulations that govern the project.
2. Conduct a **review of related** guidance projects that have similar objectives to the project under study so as to build articulation.
3. Determine the extent to which **human subject data** are required and study the implications for instrument clearance.
4. Develop a **budget monitoring system** so that fiscal reports will be ready to meet sponsor deadlines.
5. Develop a listing of potential **community referral agencies** and personnel.
6. Report project **problems** and potential solutions to sponsor on a regular basis.
7. Determine the **types of data** that need to be collected and the deadline for subsequent reports so that data collection can be timed accordingly.
8. Determine any **special provisions** that are related to special populations.

After completing your collection of data, match up your program objectives and the data indicating progress toward accomplishment of those objectives with the compliance and administrative procedures. These are spelled out in the rules and regulations. If there is any question about compliance, contact your state or federal representative of the program who can assist you in determining if program compliance has been met. Remember though, compliance is important to the implementation of the program, but do not allow compliance emphasis to cause you to lose sight of the program objectives.

Sample 1

Administrative Mechanisms

Administrative Mechanism	Purpose	Benefit
1. Advisory Councils	1. To serve as a resource for program planning and problem solving	1. Perspectives are gained from a wider audience to improve program offerings
2. State/Local Plan	2. To ensure improved accountability	2. The result is a baseline management document with which to compare program results
3. Application Submission	3. To provide a standard process so all applicants are treated equally	3. It ensures that all persons use a common process of applying for legislative resources
4. Reporting Processes	4. To ensure that activities and funds were administered as approved	4. A framework is provided to assist in project management
5. Equity Considerations	5. To ensure that special populations (e.g., women, minorities, handicapped) are treated fairly in all aspects of program development and operation	5. Support is provided for special efforts to reverse stereotypical past practices
6. Instrument Clearance	6. To protect the rights of all persons from whom data are collected	6. The process places quality control over instruments that protect your clients

Influencing the Administrative Mechanisms

Competency 3

Identify and describe appropriate steps to take in providing influence and impact on state plans, advisory councils, and data reporting related to the operation of comprehensive programs of career guidance at the local level.

Administrative mechanisms are requirements that must be adhered to if you plan to use federal or state funds for the development and improvement of your guidance program. However, there

is usually sufficient **flexibility** so that all required activities will reflect the uniqueness of your program or agency.

Of the administrative mechanisms listed earlier, submitting applications and reports and clearing instrumentation often require standard procedures. Others, however, such as using advisory councils, conducting program evaluation, accountability reporting, developing state or local plans, and ensuring equity, leave room for innovative action while they require minimum standards.

Should an **advisory council** be required as a part of your funded program project, you can make this group as integral to your total program efforts as you want. They may serve as an advice-giving group or you may involve them in far more substantive planning and developmental ways. In forming the group, you have the opportunity to seek the assistance of a diverse group of people. Their effectiveness may well reflect the care that you put into the selection process. Should a state advisory council be required, within the law being utilized, you may want to examine their membership categories and even volunteer to be a member. Let the council/committee know that you are willing and eager to be of assistance, and perhaps you'll be invited to serve on the council. If not, stay in close contact with someone who is. In short, make certain that your ideas and views are known--make this mechanism work for you.

Likewise, the development of **local and state plans** can serve as the tool to ensure that sound planning precedes development and implementation. Mandated plans should provide increased visibility for career guidance programs. Yes, visibility. The fact that a law mandates provisions for guidance program plans singly, or as a section of a large state plan, forces a number of actions that cause people to be more aware of guidance. The requirements increase awareness by--

1. showing need for guidance representation on the planning committee,
2. forcing guidance attention at the local planning level,
3. helping facilitate funding for guidance,
4. giving attention to guidance at public hearings, and
5. forcing data collection and reporting needed for all statements on program effectiveness.

Goals, objectives, activities, time lines, and associated budget requirements should be outlined in detail in state and local plans. This additionally provides structure and improved degrees of uniformity for guidance across the state. Minimally, this provides a good management tool. Good management can influence new state and federal legislation, placing increased emphasis on career guidance in the future.

Ensuring **equity** in your career guidance programs is more than establishing guidelines and documenting the number and types of special populations your program is reaching. This mechanism, used to its fullest extent, can make substantial change within your total agency. Recognizing that special populations often need special attention acknowledges that needed program changes could exist. Changing attitudes and behavior is a long-term process. However, addressing the issues as an agency priority assists your clients as they plan and prepare for their futures.

In general there are a number of places, times, opportunities, and acceptable methods for influencing the future set of administrative mechanisms as well as the operation of current ones. The following outlines appropriate steps or methods that you should consider:

1. Participate in hearings (alone or as a group).
2. Carefully examine RFPs, laws, bills, rules, and regulations.
3. Organize letter campaigns.
4. Organize phone network campaign.
5. Attend state board and local board meetings.
6. Publish positions, data, and reactions related to laws and mechanisms.
7. Organize breakfast meetings with your legislators, school board members, and others.
8. Organize groups to debate issues or develop positions on mechanisms or legislative provisions that might need changing.

9 Participate in lobbying efforts

Numerous other methods are also effective. Module CG B-1, *Influence Legislation*, provides ideas on the issue of how to gain increased influence and impact for the improvement of career guidance programs.

Establishing a Communications Network

Competency 4

Develop and establish a communications network and set of methods at the local, regional, state, or national level, involving a wide range of persons concerned with career guidance program improvement, including legislators, local government officials, local and state advisory groups, state department staff, counselor educators, local agency leaders, and their support staff.

No matter how effective you are as an individual, you need the involvement of a **dedicated team** to make long-term impact toward the improvement of career guidance programs. Before attempting any communication, you should know what you want. Define in your own mind the things you would like to accomplish in your career guidance program, possible avenues of achieving these goals, and methods of evaluating the effectiveness of your approach. Then begin contacting all groups with whom you may be working. Ask for and be open to comments and suggestions. Be sure to include legislative supporters, such as state and federal legislators, state and local advisory council and committee members, and local and state special interest groups, on your list of contacts. Let them know how you are using their suggestions and the areas in which you need help. Frequent communication and the resultant feeling of cooperation will enhance the work of all involved and will improve the services to the public.

One way to begin the communication activity described above is to first brainstorm the following components:

1 Methods of **canvassing** the community and state for sources of aid and information

2 Procedures for **building support** among groups and institutions including the legislature and state advisory councils

3. Techniques for **winning over** the opposition

4. Ways of **maintaining the lines of communication** once they are established

Now, with these ideas at hand, develop a **plan of action** for establishing productive relationships with possible support groups. If possible, include meetings with each contact person or groups on your tentative list. Ask at these meetings about other individuals or groups who are involved in career guidance activities and add new names to your list. After these initial meetings, keep these groups continually informed of the progress and direction of your program and encourage their support.

As one total group, you will have to determine your specific purposes and the responsibilities that each participant is to assume. Use the administrative mechanisms available--advisory committees, state plans, and so forth--as vehicles to accomplish your goals. In doing so, you are sure to impact on public policy while using the required mechanisms to your advantage.

Some specific examples of networking activities that you might consider are as follows:

1. **Telephone Network.** Many professional associations have established and used the chain telephone calling approach as a very effective method. At the state level, you

would need linkers who would receive calls and start the chain of calls within each of their regions.

2. **Breakfast Meetings.** An informal way of discussing issues with advocates, decision makers, and so forth is to conduct well-planned, but informally run, breakfast meetings. Keep the meetings directed to single issues and in a positive but action-oriented tone.

3. **News Releases.** No news is not good news for your program. Plan carefully for the most impact[illegible] to use the press and always be ready to give them a story. Make certain that the news release is concisely written so that your "message" does not get lost in the details of the article.

4. **Attendance at State Meetings, Conventions, and Workshops.** If your group is to be influential, those in responsibility must know you and see you working toward your goals. State meetings provide an excellent opportunity to organize, as well as update, activities. In addition, it provides the opportunity to meet new individuals and groups who can be of help.

5. **Radio and TV Public Service Announcements.** Each radio and television station has some responsibility for providing free public service announcements. If your group is seeking wider assistance or visibility from within the community, this can be an excellent tool.

6. **Petitions.** Presenting signed petitions from either the professional or lay community can have real impact on those in aurthority. Use this tool sparingly, however, so that it is viewed with the seriousness it merits.

These and other approaches have been successful with all levels of government, state and local leadership, special interest groups, and so forth. Sample 2 lists possible groups with which you need to be linked.

Sample 2

Linkage Groups

Lay Groups

- Alumni Groups
- Local Businesses
- Local Civic Groups
- Local Industries
- Local Labor Groups
- Local Professional
- Special Interest Groups, e.g.,
  - Art Clubs
  - Gem and Mineral Clubs
  - Senior Citizens Groups
  - Alcoholics Anonymous
  - Youth Groups (4-H, Church, etc.)

Agency Groups

- Administration
- Board of Education/Directors
- Counselors
- Parents and Guardians (where appropriate)
- Clients
- Staff

Government and Private Agencies

- Federal Agencies
- State Agencies
- Local Government Agencies
- Private Service Agencies
- Community Agencies
- Special Interest Groups, e.g.,
  - Department of Natural Resources
  - Foundations
  - Veterans' Groups

Learning Experience 1

Understanding the Intent of Legislation

OVERVIEW

COMPETENCY	Understand the intent of federal and state legislation and policies, including their associated required procedures and published guidelines, to determine implications of certain legislative administrative mechanisms for the local career guidance program.
READING	Read Competency 1 on page 7.
INDIVIDUAL LEARNING OBJECTIVE	Read a portion of the Federal Register and interpret the meaning of the rules and regulations.
INDIVIDUAL ACTIVITY	Interpret federal rules and regulations.
INDIVIDUAL FEEDBACK	Check your interpretation against set criteria.
GROUP LEARNING OBJECTIVE	Identify the intent of a legislative act as it relates to administrative mechanisms.
GROUP ACTIVITY	Analyze the Career Guidance and Counseling Bill.

INDIVIDUAL ACTIVITY

Interpret federal rules and regulations.

In this activity you will interpret the following excerpt from the *Federal Register*. As you read and interpret the rules and regulations, keep your guidance program in mind. The questions below will help you in your interpretation. Answer these questions to check your comprehension of the rules and regulations.

Questions

1. What is the implicit and explicit purpose of vocational guidance and counseling assistance? ___

2. How are these purposes to be accomplished? ___

3. How can the funds made available under the vocational guidance and counseling program be used? What are expenses for which they can't be used? ___

4. What kinds of vocational guidance and counseling training can be offered to guidance personnel? Name at least two. ___

5. Who can be served in the out-of-school classification? ___

6. Can funding occur to assist guidance personnel to obtain experience in business and industry? Cite the sections to prove your answer. ___

not be commingled with State or local funds.

(Sec. 132(b); 20 U.S.C. 2352.)

§ 104.707 Disposition of exemplary and innovative programs.

The State shall indicate in the annual program plan and accountability report covering the final year of financial support by the State for any exemplary and innovative program:

(a) The proposed disposition of the program when Federal support ends; and

(b) The means by which successful or promising programs will be continued and expanded within the State.

(Sec. 132(c); 20 U.S.C. 2352.)

§ 104.708 Use of funds for curriculum development programs.

The research coordinating unit may use funds available under section 130 of the Act directly or by contract for:

(a) Development and dissemination of vocational education curriculum materials for new and changing occupational fields;

(b) Development and dissemination of vocational education curriculum materials for:

(1) Handicapped persons,

(2) Disadvantaged persons (other than handicapped persons);

(3) Persons of limited English-speaking ability;

(c) Development and dissemination of curriculum and guidance and testing materials designed to overcome sex bias and sex stereotyping in vocational educational programs;

(d) Support services designed to enable teachers to meet the needs of individuals enrolled in vocational education programs traditionally limited to members of the opposite sex; and

(e) Development and dissemination of other curriculum materials designed to improve the State's vocational education programs.

(Sec 133(a); 20 U.S.C. 2353.)

Vocational Guidance and Counseling

§ 104.761 Purpose.

The purpose of vocational guidance and counseling assistance is to improve the State's vocational education programs by providing support for vocational development guidance and counseling programs, services, and activities.

(Secs 130(b)(4), 134(a); 20 U.S.C. 2350, 2354.)

§ 104.762 Conformity with five-year State plan.

(a) A State shall use not less than 20 percent of the Federal funds available under section 130 of the Act to support vocational development guidance and counseling programs, services, and activities.

(b) The expenditure of funds for this purpose shall be in accordance with the approved five-year State plan and annual program plan.

(Sec. 134; 20 U.S.C. 2354; Sen. Rept. 94-882, p. 80.)

§ 104.763 Kinds of programs, services, and activities.

Funds made available to a State under the vocational guidance and counseling program (section 134 of the Act) shall be used to support one or more of the following activities:

Guidance and counseling.

(a) Initiation, implementation, and improvement of high quality vocational guidance and counseling programs and activities;

(b) Vocational counseling for children, youth, and adults, leading to a greater understanding of educational and vocational options;

(c) Provision of educational and job placement programs and follow-up services for students in vocational education and for individuals preparing for professional occupations or occupations requiring a baccalaureate or higher degree. Follow-up services provided to baccalaureate or higher degree students shall be only for students enrolled on or after October 1, 1977;

(d) Vocational guidance and counseling training designed to acquaint guidance counselors with (1) the changing work patterns of women, (2) ways of effectively overcoming occupational sex stereotyping, and (3) ways of assisting girls and women in selecting careers solely on their occupational needs and interests, and to develop improved career counseling materials which are free;

(e) Vocational and educational counseling for youth offenders and adults in correctional institutions;

(f) Vocational guidance and counseling for persons of limited English-speaking ability;

(g) Establishment of vocational resource centers to meet the special needs of out-of-school individuals, including individuals seeking second careers, individuals entering the job market late in life, handicapped individuals, individuals from economically depressed communities or areas, and early retirees; and

(h) Leadership for vocational guidance and exploration programs at the local level.

(Implements Sec 134(a); 20 U.S.C. 2354; Sen Rept. No. 95-142.)

§ 104.764 Special emphasis.

Recipients of funds allocated by the State for programs, services, and activities listed in § 104.763 (a) or (b) shall use those funds, insofar as is practicable:

(a) To bring individuals with experience in business and industry, the professions, and other occupational pursuits into schools as counselors or advisors for students;

(b) To bring students into the work establishments of business and industry, the professions, and other occupations to acquaint students with the nature of work accomplished therein; and

(Sec. 134(b); 20 U.S.C. 2354.)

(c) To enable guidance counselors to obtain experience in business and industry, the professions, and other occupational pursuits which will better enable those counselors to carry out their guidance and counseling duties.

(Sec. 134(b); 20 U.S.C. 2354; Conf. Rept. No 94-1701, p. 225.)

Vocational Education Personnel Training

§ 104.771 Purpose.

The purpose of vocational education personnel training is to improve the State's vocational education programs and the services which support those programs by improving the qualifications of persons serving or preparing to serve in vocational education programs.

(Sec. 135(a); 20 U.S.C. 2355.)

§ 104.772 Conformity with five-year State plan.

(a) The State may use funds available under section 130 of the Act to support vocational education personnel training programs.

(Sec 135(a); 20 U.S.C. 2355.)

(b) In order to be eligible for support under section 130 of the Act, specific programs and projects of training must be in accord with the general plan for vocational education personnel training as set forth in the approved five-year State plan and annual program plan for vocational education.

(Sec. 130(b); 20 U.S.C. 2350.)

§ 104.773 Eligible participants.

Training may be provided to persons serving or preparing to serve in vocational education programs, including teachers, administrators, supervisors, and vocational guidance and counseling personnel.

(Sec. 135(a); 20 U.S.C. 2355.)

§ 104.774 Types of training.

Funds available to the State under section 130 of the Act may be used to support programs and projects designed to improve the qualifications of persons who are eligible under § 104.773, including (but not limited to) the following:

(a) Training or retraining for teachers, and supervisors and trainers of teachers, in vocational education in new and emerging occupations;

(b) In-service training for vocational education teachers and other staff members, to improve the quality of instruction, supervision, and administration of vocational education programs, and to overcome sex bias and sex stereotyping in vocational education programs;

(c) Provisions for exchange of vocational education teachers and other personnel with skilled workers or supervisors in business, industry, and agriculture (including mutual arrangements for preserving employment and retirement status and other employment benefits during the period of exchange), and the development and operation of coopera-

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INDIVIDUAL FEEDBACK

Check your interpretation against set criteria.

Answers

1. To improve the state's vocational education programs
2. By providing support for vocational development guidance and counseling programs, services, and activities
3. (a) Initiation, implementation, and improvement of high-quality vocational guidance and counseling programs and activities

   (b) Vocational counseling for children, youth, and adults leading to a greater understanding of educational and vocational options

   (c) Provision of educational and job placement programs and follow-up services for students in vocational education and for individuals preparing for professional occupations

   (d) Vocational guidance and counseling training for guidance counselors

   (e) Vocational and educational counseling for youth offenders and adults in correctional institutions and for persons of limited--English-speaking ability

   (f) Establishment of vocational resource centers

   (g) Leadership for vocational guidance and exploration programs at the local level
4. (a) Changing work patterns of women

   (b) Ways to overcome occupational sex stereotyping

   (c) Ways to assist girls and women in selecting careers solely on their occupational need and interests

   (d) Development of improved career counseling materials
5. (a) Individuals seeking second careers

   (b) Individuals entering the job market late in life

   (c) Handicapped individuals

   (d) Individuals from economically depressed communities or areas

   (e) Early retirees
6. Yes 104-764 c

GROUP ACTIVITY

Analyze the Career Guidance and Counseling Bill.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduction	
1. Explain to participants that the purpose of this activity is to have them derive the intent of an act as it relates to the administrative mechanisms embedded in it.	
2. Provide each participant with a copy of the Career Guidance and Counseling Bill in appendix 1 on page 45.	
B. Process	
1. Have participants read the bill and ask them to complete the handout Career Guidance and Counseling Bill Analysis Form on page 19.	Allow 30-45 minutes for this task. Not all of the administrative mechanisms listed are included in the bill. Encourage participants to list additional ones as well.
2. Have participants form into groups of four to five people each to compare their analyses. Have them check to see whether they viewed the mechanisms as positive or limiting.	Be available to consult with groups as they find differences in their analyses.
3. Have total group reconvene. Ask participants to share any unresolved differences. Check to see if participants added any new mechanisms.	List additional mechanisms on chalkboard, newsprint, or flip chart.
4. Complete activity by restating that all laws--federal and state--have administrative mechanisms that affect their local programs. Remind them that it is their responsibility to use the administrative mechanisms to make a positive impact on the program.	

NOTES

Handout

Career Guidance and Counseling Bill Analysis Form

Administrative Mechanisms*	Intent	Positive/Limiting Implications
1. Advisory Councils		
2. State/Local Plan		
3. Application Submission Process		
4. Reporting Processes		
5. Equity Considerations		
6. Instrument Clearance		
7.		
8.		
9.		
10.		

*These are the administrative mechanisms listed in the reading section of the module. Not all may be included in this bill. If you find additional administrative mechanisms, list them and explain their intent and implications.

NOTES

Learning Experience 2

Knowing the Benefits of Administrative Mechanisms

OVERVIEW

COMPETENCY	Identify and understand the general administrative mechanism requirements that are part of any funding grant or contract relationship at either the local, state, or federal level, how to use them for their specific purposes, and the direct benefits they will have on local guidance programs.
READING	Read Competency 2 on page 8.
INDIVIDUAL LEARNING OBJECTIVE	Identify the administrative mechanisms embedded within a Request for Proposal (RFP).
INDIVIDUAL ACTIVITY	Analyze an RFP entitled "Guidance Team Training Program with Emphasis on Guidance for Vocational Learners with Special Needs."
INDIVIDUAL FEEDBACK	Compare your list of administrative mechanisms with a checklist.
GROUP LEARNING OBJECTIVE	Describe how you could use specific administrative mechanisms to improve your career guidance program.
GROUP ACTIVITY	Identify three administrative mechanisms and describe how they could benefit your career guidance program using a RFP.

INDIVIDUAL ACTIVITY

Analyze an RFP entitled "Guidance Team Training Program with Emphasis on Guidance for Vocations and Learners with Special Needs."

After reviewing the reading for Competency 2 on page 8, read the Request for Proposal (RFP) in appendix 2 on page 57. This RFP has many administrative mechanisms within it. As you read it, list those mechanisms that you identify.

INDIVIDUAL FEEDBACK

Compare your list of administrative mechanisms with a checklist.

Most of the administrative mechanisms are contained with sections 3 and 4, although the title of the RFP indicates a requirement regarding special populations.

1. Section 3.A lists several activities that could be categorized as planning mechanisms.
2. Section 3.B mandates the use of an advisory panel.
3. Section 3.I calls for instrument clearance through FEDAC (Federal Data Acquisition Council).
4. Section 3.N requires the contractor to conform with special reporting activities.
5. Section 4.C indicates additional planning activities to be delivered through a Baseline Management Plan.
6. Section 4.G mandates the types of reporting activities that will be needed. Note the emphasis placed on Number 1, Monthly Exception Reporting.

GROUP ACTIVITY

Identify three administrative mechanisms and describe how they could benefit your program.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduction	
1. Explain to participants that the purpose of this activity is to show how administrative mechanisms contained within an RFP can lead to improvements within their career guidance programs.	Find out how many participants are familiar with RFPs. They can serve as resource persons for you.
2. Have participants review the RFP, "Guidance Team Training Program with Emphasis on Guidance for Vocations and Learners with Special Needs" on page 57 and the reading for Competency 2 on page 8.	

Facilitator's Outline	Notes
B. Process	
1. Have participants list the administrative mechanisms that appear in the RFP.	If participants have completed the Individual Activity, begin with B-2.
2. Ask participants to name the various administrative mechanisms. List them on a chalkboard, newsprint, or flip chart.	Discuss any disagreements on which items are administrative mechanisms.
3. Ask participants to break into small groups of four to six each. Assign each group two to three of the administrative mechanisms listed and have them brainstorm ways in which use of these mechanisms could benefit their local programs.	Allow 15-20 minutes for this process.
4. Reconvene the total group and invite participants to share their discussions.	
5. Complete the activity by inviting those experienced in proposal writing to point out any unique aspects of this RFP and comment on the positive and limiting aspects of each.	For example, the Monthly Exception Report is not a typical requirement in RFPs.

Learning Experience 3

Influencing the Administrative Mechanisms

OVERVIEW

COMPETENCY	Identify and describe appropriate steps to take in providing influence and impact on state plans, advisory councils, and data reporting related to the operation of comprehensive programs of career guidance at the local level.
READING	Read Competency 3 on page 9.
INDIVIDUAL LEARNING OBJECTIVE	Identify ways to influence a state advisory council.
INDIVIDUAL ACTIVITY	Outline possible strategies to be used in influencing the activities of a state advisory committee.
INDIVIDUAL FEEDBACK	Refer to the reading listed above for ideas and compare your plans to the suggestions provided.
GROUP LEARNING OBJECTIVE	Outline a plan for participating in a public hearing to suggest changes in a state plan.
GROUP ACTIVITY	Examine portions of a state plan and outline ways in which you could impact on a particular element through participating in a public hearing.

INDIVIDUAL ACTIVITY

Outline possible strategies to be used in influencing the activities of a state advisory committee.

Prior to completing this activity, review the reading for Competency 3 on page 9. The purpose of this activity is to have you identify ways that you could--and would--have an impact on a state advisory committee. Consider the following hypothetical situation:

> You have been advised that, as a part of your state's State Plan for Career Education, a requirement has been established for the formation of an advisory committee to focus on sex equity issues. As you examine the list of individuals selected to serve on that committee, you believe that there is no one serving who represents your views or who is aware of the types of activities that have been taking place in agencies such as yours throughout the state. In short, you're worried that this committee will not act in as active or informed manner as you would like. What can you do?

List at least three activities that you could undertake.

INDIVIDUAL FEEDBACK

Refer to the reading and compare your plans to the suggestions provided.

In outlining your strategy, did you consider the following?

Yes No

___ ___ 1 Contact the responsible state education agency personnel and recommend an additional member.

___ ___ 2 Volunteer to serve on the committee.

___ ___ 3 Identify two or three of the named committee members and contact them regarding your concern.

___ ___ 4 Assemble documentation of progressive activities occurring in your agency and disseminate it to the advisory council members.

___ ___ 5 Organize a team of concerned citizens and formally express your ideas.

The most important thing is to do something proactive. Do not sit back--you can be influential!

GROUP ACTIVITY

Examine portions of a state plan and outline ways in which you could impact on a particular element through participating in a public hearing.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introduction	
1. Explain to participants that the purpose of this activity is to introduce them to the ways in which state plans evolve, using the public hearing as a vehicle.	
2. Provide participants with copies of appendix 3, "FY 77 Texas State Plan for Vocational Education" on page 65.	Only portions of the plan are included. The complete table of contents is provided so that participants can envision the scope of the plan.

Facilitator's Outline	Notes
B Process	
1 Ask the participants whether any of them has ever testified before a public hearing. If so, ask two or three to share their experiences.	
2 Discuss the purposes of holding public hearings and the types of regulations that are typically followed.	
3 Have participants pair up and choose one of the following elements of the state plan as content for planning their hearing presentations. 4.0 Vocational Education Programs for the Disadvantaged 5.0 Vocational Education Research and Personnel Training 10.0 Work-Study Programs for Vocational Education Students 12.0 Vocational Guidance and Counseling	Make sure that each element has at least one pair examining it.
4 As the two-person teams examine their elements of the plan, have them answer the following questions. • What purpose does this element of the plan serve? • What parts appear to be open to external review and input? • What individuals or groups are most appropriate to provide this input?	Possible answers to the last question are these: • Individual guidance personnel • Agency guidance personnel groups • Community guidance personnel groups • State guidance personnel groups • National or regional groups
5 Have each team complete the handout Action Form on page 29 indicating the specific actions they would take in preparing for a hearing.	Make sufficient copies for each team.
6 Invite two or three teams to present their plans to the total group for reaction.	

Handout

Team Number

Action Plan

State Plan Element

Selected Input Group

Suggested Steps	Specific Actions
1 Determine Issues to be Presented	
2 Determine Roles and Responsibilities	
3 Prepare Plan of Action	
4 Participate in Hearing	
5 Communicate Results	

NOTES

Learning Experience 4

Establishing a Communications Network

OVERVIEW

COMPETENCY	Develop and establish a communications network and set of methods at the local, regional, state, or national level, involving a wide range of persons concerned with career guidance program improvement, including legislators, local government officials, local and state advisory groups, state department staff, counselor educators, local agency leadership, and their support staff.
READING	Read Competency 4 on page 11.
INDIVIDUAL LEARNING OBJECTIVE	List types of program information that should be communicated to local, regional, state, or national audiences and appropriate methods for accomplishing that process.
INDIVIDUAL ACTIVITY	Develop a set of alternative methods to communicate information about your career guidance program.
INDIVIDUAL FEEDBACK	Compare your ideas with a list of suggested communication methods.
GROUP LEARNING OBJECTIVE	Design a plan for effectively using a communications network to influence change.
GROUP ACTIVITY	Outline a plan to use a communications network to express opinions to a specific audience.

INDIVIDUAL ACTIVITY

Develop a set of alternative methods to communicate information about your career guidance program.

In this activity, you are to develop a design to assist you and your colleagues in communicating information about your career guidance program to local, regional, state, and national audiences. What types of major content areas would you suggest be covered? What possible communication methods would you use? Review the reading for Competency 4 on page 11 before completing the activity.

INDIVIDUAL FEEDBACK

Compare your ideas with a list of the suggested content and methods.

Career Guidance Program Communications Alternatives

Content	Methods
1 Accomplishments of Program--staff, clients, community	• News Releases • Radio and TV Spots
2 Goals of Program	• Advisory Groups • Newsletters • Speakers: PTA, Service Groups • Personal Contact
3 Needs--funds, materials, human resources, involvement of community	• Surveys • Speakers • Personal Contact--Business, Labor, Industry • News Releases • Advisory Groups
4 Problems in Implementing Program	• News Releases • Speakers
5 Progress Reports on Program--positive and limiting	• Advisory Groups • Radio and TV Spots • Speakers: PTA, Service Groups, etc.
6 Evaluation Results	• Advisory Groups • Periodic or Final Formal Reports to Board, Administration and Public

Adapted from *Community Relations and Involvement, A Procedural Guide to Facilitate School and Community Cooperation* The Center for Vocational Education, Columbus, Ohio, 1977

GROUP ACTIVITY

Outline a plan to use a communications network to express opinions to a specific audience.

Note: The following outline is to be used by the working facilitator.

Facilitator's Outline	Notes
A. Introduction	
1. Explain that the purpose of this activity is to show how influence can be greater when working through an organized group.	
2. Explain that the activity will require that participants work together in small groups to develop a communications plan.	
B. Process	
1. Brainstorm with the group issues that they believe are of concern to state and national education leaders.	For example, issues may be basic skills, discipline, desegregation.
2. Ask participants to select an issue that they are interested in and to team up with others sharing that interest.	If a number of issues have been generated, some people may have to use their second choice or work independently.
3. Using their selected topics, have participants--	Have participants review the reading for Competency 4 on page 11 for networking ideas.
1. identify an issue in which career guidance activities could serve as an aid in solving the problems, 2. determine the group to whom suggestions and recommendations should be directed, and 3. outline the networking activities you would do.	
4. Invite two or three groups to share their plans.	Check to see that groups did not "overpromise" what career guidance can deliver.

PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1 Name (Optional) _____ 3 Date _____

2 Position Title _____ 4 Module Number _____

Agency Setting (Circle the appropriate number)

6 Elementary School	10 JTPA	14 Youth Services	18 Municipal Office
7 Secondary School	11 Veterans	15 Business Industry Management	19 Service Organization
8 Postsecondary School	12 Church	16 Business Industry Labor	20 State Government
9 College University	13 Corrections	17 Parent Group	21 Other

Workshop Topics	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic) None	Slight	Some	Much	Very Much	POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic) Not Taught	Little	Some	Good	Outstanding
1. Reading a portion of the *Federal Register* and interpreting the meaning of the rules and regulations.	0	1	2	3	4	0	1	2	3	4
2. Identifying the intent of a legislative bill as it relates to administrative mechanisms.	0	1	2	3	4	0	1	2	3	4
3. Identifying the administrative mechanisms embedded within a Request for Proposals (RFP).	0	1	2	3	4	0	1	2	3	4
4. Describing how to use specific administrative mechanisms to improve career guidance programs.	0	1	2	3	4	0	1	2	3	4
5. Outlining strategies to influence a state advisory council.	0	1	2	3	4	0	1	2	3	4
6. Outlining plans for participating in a public hearing to influence changes in a state plan.	0	1	2	3	4	0	1	2	3	4
7. Developing alternative methods to communicate information about your career guidance program.	0	1	2	3	4	0	1	2	3	4
8. Outlining plans to use a communications network to influence change.	0	1	2	3	4	0	1	2	3	4
Overall Assessment on Topic of Administrative Mechanisms	0	1	2	3	4	0	1	2	3	4

Comments:

Trainer's Assessment Questionnaire

Trainer _____ Date _____ Module Number: _____

Title of Module: _____

Training Time to Complete Workshop _____ hrs _____ min.

Participant Characteristics

Number in Group _____ Number of Males _____ Number of Females _____

Distribution by Position

_____ Elementary School
_____ Secondary School
_____ Postsecondary School
_____ College/University
_____ JTPA
_____ Veterans
_____ Church
_____ Corrections
_____ Youth Services
_____ Business/Industry Management
_____ Business/Industry Labor
_____ Parent Group
_____ Municipal Office
_____ Service Organization
_____ State Government
_____ Other

PART I

WORKSHOP CHARACTERISTICS—Instructions: Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participation or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2. *Materials:* (Compare to those suggested in Facilitator's Outline)

3. *Reaction:* (Participant reaction to content and activities)

PART II

WORKSHOP IMPACT—Instructions: Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

	Group's Degree of Mastery				
	Not Taught	**Little (25% or less)**	**Some (26%-50%)**	**Good (51%-75%)**	**Outstanding (over 75%)**
	Note: Circle the number that best reflects your opinion of group mastery.				
Learning Experience 1					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 2					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 3					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 4					
Group	0	1	2	3	4
Individual	0	1	2	3	4

Code:

Little: With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved.

Some: With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience.

Good: With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected.

Outstanding: If more than 75% of learners mastered the content as expected.

PART III

SUMMARY DATA SHEET—Instructions: In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught, complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

GROUP		INDIVIDUAL	
Learning Experience		Learning Experience	
1 = score (1-4)	_____	1 = score (1-4)	_____
2 = score (1-4)	_____	2 = score (1-4)	_____
3 = score (1-4)	_____	3 = score (1-4)	_____
4 = score (1-4)	_____	4 = score (1-4)	_____
Total (add up)	_____	Total (add up)	_____

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = _____ Actual Total Score _____ Compared to Maximum Total* _____

*Maximum total is the number of learning experiences taught times four (4).

NOTES

Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities that require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work.

Module Title: *Use and Comply with Administrative Mechanisms*

Module Number: CG B-5

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 1: Identify the intent of a legislative bill as it relates to administrative mechanisms.	1. Did the group identify at least four of the listed administrative mechanisms? Did they list the intent and implications? 2. Did the group identify any additional mechanisms?
Group Activity Number 2: Describing how to use specific administrative mechanisms to improve career guidance program.	1. Did the group identify at least four administrative mechanisms listed in the RFP? 2. Did the group list benefits that could be derived from the mechanisms such as: - advisory committee prohibits awardee's isolation? - extensive reporting ensures that problems will be identified early?
Group Activity Number 3: Outline plans to influence changes in a state plan by participating in a public hearing.	1. Did the teams complete the action plans? 2. Did the groups that presented have sound plans? Did they-- - understand the state plan element under analysis? - propose appropriate individuals/groups to testify?
Group Activity Number 4: Outline plans to use a communications network to influence change.	1. Did the groups select urgent issues and appropriate audiences? 2. Did the groups make networking recommendations that were-- - feasible? - well conceptualized? - unique?

NOTES

REFERENCES

Unlike most of the other modules, this one did not draw from existing literature. Because the state and federal documents used in preparing this module are contained herein and in Module CG B-1, *Influence Legislation*, they are not re-referenced here.

NOTES

APPENDIX 1

CAREER GUIDANCE AND COUNSELING BILL

94th CONGRESS
1st Session

H. R. 3270

IN THE HOUSE OF REPRESENTATIVES

February 19, 1975

MR. PERKINS (for himself and MR. QUIE) introduced the following bill; which was referred to the Committee on Education and Labor

---

A BILL

To provide for career guidance and counseling plans and programs for States and local educational agencies.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Career Guidance and Counseling Act of 1975".

TITLE I--GENERAL PROVISIONS

STATEMENT OF FINDINGS AND PURPOSE

SEC. 101 (a) The Congress finds that--

(1) in a period of high unemployment and economic distress, an effective program of career guidance and counseling designed to assist individuals to make sound career decisions must be a national priority.

(2) the strength of the Nation rests, in part, upon natural differences in individual talents and upon the freedom of each individual to develop and express these talents in a unique way.

(3) the theory underlying career development is consonant with this fundamental democratic value.

(4) preservation of the individual's integrity disavows any type of prescriptive career guidance which commits the individual to particular directions.

(5) individuals, however, must develop greater awareness of the values society places on different talents and the relative demands for these talents.

(6) the following factors, which impinge upon individuals in ways which make the achievement of self-fulfillment increasingly more difficult, demand that attention be paid to the career development of all individuals: (A) the need for knowledge of, and the ability to apply the decision-making process to, ever-increasing complex career decisions over the lifespan (early childhood throughout adulthood), (B) the demand for human adaptability and responsiveness arising from rapid technological change, (C) increasing national concern with the need to develop

all human talent with equal attention to the talents of women and minorities, (D) concern for values, such as acceptance of the importance of all work and meeting one's needs through work, which give meaning to career development over the lifespan, (E) the need for specialized training for occupational entry, reentry, and career progression, and (F) the disenchantment expressed by students who have difficulty relating their education to their present and future career concerns, and

(7) all individuals are entitled to support, encouragement, information and assistance in achieving self-fulfillment throughout their life.

(b) It is, therefore, the purpose of this Act to--

(1) initiate, implement and/or improve career guidance and counseling programs and activities for all individuals of all ages in all communities of the Nation,

(2) promote an understanding of educational and occupational options among individuals served, and

(3) facilitate career development over the lifespan for all such individuals,

by means of meeting specific goals in the fields of career guidance and counseling programs and activities, training and retraining of professional career guidance and counseling staff (including counselor educators), and research and evaluation relating to guidance and counseling programs, staff and activities.

(c) It is recognized that achievement of the above stated purpose depends not only on the establishment and continued improvement of career guidance and counseling in the public school system, but also on the continued improvement, expansion, and utilization of similar programs now being provided to out-of-school youth and adult by legislatively established public agencies such as Veterans Administration, State Employment Services and State Vocational Rehabilitation Services, as well as by a network of other agencies, including private, non-profit and voluntary agencies. Therefore, it is the intent of this Act to utilize fully these existing resources, on a cooperative, coordinated basis to provide maximal services to the public without duplication and waste, and to provide for use of such funds as may be necessary to carry out the provisions of this Act.

AUTHORIZATION OF APPROPRIATIONS

SEC. 102 (a) There are authorized to be appropriated for purposes of grants under section 211, $200,000,000 for the fiscal year ending June 30, 1976, $250,000,000 for the fiscal year ending September 30, 1977, and $300,000,000 for the fiscal year ending September 30, 1978.

(b) (1) There are authorized to be appropriated for purposes of contracts for preservice training of guidance personnel under section 221, $5,000,000 for the fiscal year ending June 30, 1976, $10,000,000 for the fiscal year ending September 30, 1977, and $15,000,000 for the fiscal year ending September 30, 1978.

(2) There are authorized to be appropriated for purposes of inservice training of guidance personnel under section 221, $10,000,000 for the fiscal year ending June 30, 1976, $15,000,000 for the fiscal year ending September 30, 1977, and $20,000,000 for the fiscal year ending September 30, 1978.

(c) There are authorized to be appropriated for each fiscal year for purposes of section 231, an amount not to exceed 15 per centum of the total sums appropriated under subsections (a), (b), (d), (e), (f) and (g) for such fiscal year.

(d) There are authorized to be appropriated for purposes of section 103, $150,000 for the fiscal year ending June 30, 1976, $200,000 for the fiscal year ending September 30, 1977, and $200,000 for the fiscal year ending September 30, 1978.

(e) There are authorized to be appropriated for purposes of section 104, $200,000 for the fiscal year ending June 30, 1976, $250,000 for the fiscal year ending September 30, 1977, and $250,000 for the fiscal year ending September 30, 1978.

(f) There are authorized to be appropriated for purposes of section 241, such sums as may be necessary for the fiscal year ending June 30, 1976, the fiscal year ending September 30, 1977, and the fiscal year ending September 30, 1978.

OFFICE OF CAREER GUIDANCE AND COUNSELING

SEC. 103. There is hereby established in the U.S. Office of Education, an Office of Career Guidance and Counseling, which shall be responsible for administering this Act, and to be staffed by a Director and such appropriate professional and other employees as may be required to carry out the purposes of this Act. The Director of the Office shall report directly to the Commissioner of Education.

NATIONAL ADVISORY COUNCIL ON CAREER GUIDANCE: STUDY OF CAREER GUIDANCE PROGRAMS

SEC. 104 (a) There is hereby established a National Advisory Council on Career Guidance and Counseling (hereinafter referred to as the "Council") which shall be composed of fifteen members appointed by the Secretary of HEW, for terms of not longer than three years, who shall be broadly representative of the guidance and counseling profession at large. The Council shall advise the Secretary of HEW and the Commissioner of Education with respect to the administration of this ACT, and shall carry out such other advisory functions as the Council deems appropriate, including the suggestion of policies and strategies to implement the career guidance and counseling concepts embodied in this legislation.

(b) The Council shall, with the assistance of the Commissioner and through the Office of Career Guidance and Counseling, conduct a survey and assessment of the current status of school and non-school career guidance programs, projects and materials in the United States and report on such survey and assessment to the Secretary of HEW and to the Congress. Such report shall include any recommendations of the Council for new legislation designed to accomplish the policies and purposes set forth in this Act.

DEFINITIONS

SEC. 105. For purposes of this Act--

(1) The term "appraisal" means the collection, analysis, and use of a variety of objective and subjective personal, psychological, and social data about individuals for the purpose of assisting them to better understand their strengths and limitations.

(2) The term "career development" means those aspects of the continuous unbroken flow of an individual's experience that are of relevance to such individual's choice, entry, and progress in educational, vocational and avocational pursuits.

(3) The term "career education" means an educational process designed to increase the relationship between schools and society as a whole; to provide opportunities for counseling, guidance and career development for all children; to relate the subject matter of the curricula of

schools to the needs of persons to function in society; to extend the concept of the education process beyond the school into the area of employment and the community; to foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence; to make education more relevant to employment and functioning in society; and to eliminate any distinction between education for vocational purposes and general or academic education.

(4) The term "career guidance" means providing for information and experiences, to assist individuals with their career development.

(5) The term "career information service" means the organization and delivery of occupational, educational, personal, and social information designed to provide individuals with a greater knowledge of all opportunities so that they may make better informed career choices and decisions.

(6) The term "Commissioner" means the Commissioner of Education.

(7) The term "counseling" means the process through which a trained counselor assists an individual or group to make satisfying and responsible decisions concerning personal, educational, and career development.

(8) The term "counselor" means a professionally trained individual whose role includes counseling, consulting and coordinating guidance and personnel services programs.

(9) The term "evaluation" means a systematic collection of evidence to determine whether in fact, certain changes are taking place in learners as well as to determine the amount or degree of change in individual students.

(10) The term "follow-up" means the study of any group of students or former students of an institution who have shared common experiences to determine if patterns emerge in their subsequent actions or behavior which prove useful in understanding, counseling and establishing policies with current students.

(11) The term "guidance" means an organized effort to help each individual develop to such individual's maximum potential.

(12) The term "local educational agency" means a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district or political subdivision in a State, or any other public educational institution or agency having administrative control and direction of a vocational education program or a career guidance and counseling program.

(13) The term "placement" means the assistance given to individuals in the selection of an appropriate occupational or educational situation and the actions necessary to make the transition thereto.

(14) The term "post-secondary educational institution" means any institution of higher education including colleges and universities, vocational, technical and proprietary schools as well as adult and community colleges.

(15) The term "State" includes, in addition to the several states, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands.

(16) The term "State education agency" means that agency designated or created by State law as responsible for the administration of education and/or supervision of the administration thereof by local educational agencies in the State.

(17) The term "vocational education" means vocational or technical training or retraining which is given in schools or classes under public supervision and control or under contract with a State or local educational agency.

TITLE II--CAREER GUIDANCE AND COUNSELING PROGRAMS

PART A--ADMINISTRATIVE REQUIREMENTS AND GRANTS

STATE PLAN FOR CAREER GUIDANCE AND COUNSELING PROGRAMS

SEC. 201. Each State which desires to receive a grant under section 211, shall submit through its State educational agency to the Commissioner for approval, through the Office of Career Guidance and Counseling (as established in section 103), a State plan for career guidance and counseling programs at such time and containing such information as the Commissioner, through the Office of Career Guidance and Counseling (as established in section 103), may require. Such plan shall include--

(1) a description of the administrative arrangements, facilities, materials, personnel, goals and objectives, general program activities and methods of distribution of funds which will be employed in carrying out such programs.

(2) assurances that funds received from grants under section 211 will be distributed only to local educational agencies which submit to the State education agency, plans for career guidance and counseling programs which shall include the purposes of such programs, and a description of the personnel, facilities, involvement of agencies, business and industry in the community and methods of distribution of funds which will be employed in carrying out such programs. These plans should include specific provisions for close and effective cooperation with such agencies as the public employment service and vocational rehabilitation to extend their services to school program clientele in need of such services. If mutually beneficial and desirable, such provisions might include the outstationing of employment service and vocational rehabilitation staff on school premises and periodic exchange of counselor personnel. Such provisions may include reimbursement for services provided.

(3) evidence within the State plan, flexibility and experimentation is encouraged and provided for at the local level.

(4) establishment of a mechanism to insure that local educational agencies work cooperatively with the State educational agency in the development of the State plan and the implementation of the career guidance and counseling programs.

(5) the establishment of a State advisory committee on career guidance and counseling which shall be representative of the entire State and shall include representatives from the community at large, including students, parents, members of business, industry and labor, representatives of agencies such as vocational rehabilitation and the public employment services, practicing counselors, guidance directors, counselor educators and administrators, which will advise on general administrative policy, procedure and direction in grant utilization, assist in review of local educational agency plans and assist in development evaluative procedures.

(6) assurances that funds received from grants under section 211 will be distributed only to local educational agencies which establish advisory committees on career guidance and counseling which include representatives as specified in section 201 (3) of this part and which advise the local educational agency on goals for the program, needs of the people served by such agency, administrative policy and procedures, resources within the area served by such agency and review of local plans, and assist such agency in implementing evaluative procedures.

(7) the establishment of at least one full-time administrative position within the State educational agency which shall be responsible for a statewide organization to carry out the purposes of this Act, including management of funds, local educational plans review, liaison between Federal Government and local educational administrations or other community agencies involved in the receipt of funds under this Act.

(8) the establishment of positions for consultants within the State educational agency, in order to provide professional leadership and expertise for full implementation of the purposes of this Act, who shall be involved in pre-service and in-service activities, funds administration, identifying materials and equipment, aiding with needs assessment and survey and methods for evaluation of programs.

(9) development of a system of program needs assessment which will be conducted on at least an annual basis and an evaluation of all activities and functions related to utilization of funds under this Act on a continuing basis, and

(10) assurances that funds received from grants under section 211 shall be distributed only to local educational agencies which designate a certificated counselor to provide leadership for career development and serve as contact for the State educational agency.

PART B--STATE CAREER DEVELOPMENT GUIDANCE AND COUNSELING PROGRAMS

AUTHORIZATiON AND USES OF GRANTS

SEC. 211 (a) From the sums appropriated under section 102 (a), the Commissioner, through the Office of Career Guidance and Counseling (as established in section 103), shall make grants to States having approved plans under section 201 for distribution to local educational agencies and for the support of State education agency activities on the basis of statewide needs and priorities, for career development guidance and counseling programs and services.

(b) Grants under this section may be used, in accordance with State plans approved under section 201, for the following purposes:

(1) initiation, implementation and improvement of professional career guidance and counseling programs and activities;

(2) promotion of career development over the lifespan (early childhood through adulthood) for all individuals;

(3) promotion of a greater understanding of educational and career options;

(4) providing for self and career awareness, planning and preparation;

(5) providing career counseling for all children, youth and adults;

(6) providing for training in career decision-making;

(7) improvement and expansion of information available on educational, avocational and career opportunities;

(8) providing for educational and job placement;

(9) providing career follow-up and follow-through;

(10) serving the special counseling needs of second careerists, individuals entering the job market late in life, the handicapped, individuals from economically depressed communities or areas and early retirees;

(11) identification and promotion of exemplary programs which infuse career guidance and counseling into curriculums;

(12) establishment of career resource centers in communities for out-of-school individuals;

(13) providing supportive media equipment and materials;

(14) providing professional, trained counselors for assignment in overall career guidance program coordination and leadership functions in local, State and Federal career education activities;

(15) providing adequate leadership staff for career guidance and counseling implementation at Federal, State and local levels; and

(16) providing for the services of paraprofessional and other support staff.

(c) A grant to a State under this section shall be in an amount which bears the same ratio to the total amount of the sums appropriated under section 102 (a) as the population of such State bears to the total population of all the states receiving grants under this section.

STATE PROGRAM REQUIREMENTS

SEC. 212. No grant to a State under section 211 shall be made unless the Commissioner, through the Office of Career Guidance and Counseling (as established in section 103), determines that--

(1) career development guidance and counseling programs and activities are developmental and continuous, as evidenced by a program beginning in early childhood, continuing through high school and available for out-of-school individuals on an as needed basis and are coordinated with all other components of such programs and activities and based on a comprehensive needs assessment of the total community in the context of State and national needs;

(2) there is a written statement of objectives by sponsoring local educational agencies within such State developed through counselor involvement with students, parents, teachers, administrators and other members of the community identifying the goals of the career development guidance and counseling program as it relates to the needs of the students, school, staff and community;

(3) the basic program of career development guidance and counseling includes counseling, consulting and coordinating services, orientation, exploration, information, appraisal, placement, referral, research, follow-up and follow-through activities;

(4) there is evidence that the career development guidance and counseling program is on-going and systematically planned, implemented and evaluated on a continuing basis;

(5) such program facilitates the individual's career development phases of awareness, orientation, exploration, planning, preparation, decision-making, training, career entry and career growth; and

(6) each local educational agency develops operating agreements, as a part of its overall plan, with such community groups and agencies as the public employment service, vocational rehabilitation service, community mental health agencies and other community resources, that

provide for close and effective cooperation and avoidance of duplication in order to provide assistance to all citizens of the community, including but not limited to, early school leavers, second careerists, those entering or reentering the job market late in life, the handicapped, those from economically depressed communities and the early retirees, and establishes a community-based career resource center within such local educational agency which will provide up-to-date occupational, vocational and educational information and career counseling for any citizen in need of this service.

PART C--GUIDANCE PERSONNEL TRAINING AUTHORIZATION AND USES OF GRANTS

SEC. 221 (a) From the sums appropriated under section 102 (b), the Commissioner, through the Office of Career Guidance and Counseling (as established in section 103), shall carry out a program of contracting with post-secondary education institutions and State and local education agencies for purposes of providing needed training and retraining of guidance personnel. Such program shall be based on the results of a comprehensive needs assessment which shall include analysis of geography, economics and local employment trends within communities served by local educational agencies and shall serve the following purposes:

(1) upgrading counselor training programs through in-service for counselor educators;

(2) providing opportunities for the establishment and development of short-term and long-term pre-service and in-service training for career guidance and counseling personnel so that those vitally needed vocational, occupational and career guidance concepts for serving a totality of clients may be engendered; and

(3) providing training programs for paraprofessionals to aid professionals working in career development counseling.

(b) For purposes of this part, the term "guidance personnel" includes--

(1) professionals, including counselors who meet certification requirements, administrators and other professional school personnel such as teachers and public personnel specialists, who work directly with the programs, or students involved in the program, and counselors in related settings such as community agencies, United States Employment Service and affiliated State employment service agencies, rehabilitation settings, career resource centers, and post-secondary educational institutions;

(2) paraprofessionals, including personnel with special or specific training to perform limited guidance-related tasks such as project advisors, career information specialists, counselor assistants, community aides and employment specialists; and

(3) support personnel, including secretaries, clerical aides, technicians and peer counselors.

TRAINING REQUIREMENTS

SEC. 222. No contract under section 221 within post-secondary educational institutions and state and local educational agencies for training guidance personnel shall be entered into by the Commissioner unless the Commissioner, through the Office of Career Guidance and Counseling (as established in section 103), determines that such training program--

(1) will develop an understanding and ability to implement the concepts of career development through a variety of competency developing experiences for students in training to become counselors, teachers, administrators, psychologists, social workers and others professionally trained in the helping professions, which shall be integrated throughout the training curriculums and shall be extended to the training of trainers of personnel in each of these fields;

(2) will, in the training of paraprofessionals and support personnel, include appropriate levels of training in the implementation strategies for career guidance and counseling programs,

(3) include elements of design and implementation strategies for integrating experiences for the development of competencies in career guidance and counseling personnel throughout the curriculum for the training of such personnel, and for providing such experiences for the training of guidance personnel to enter all levels of the educational system and agencies providing career guidance and counseling programs and services.

(4) includes in the selection process for potential counselors and other guidance personnel, strategies and approaches for identifying persons with potential for skill development.

(5) provides for the development of counselor skill in the management and leadership of the career guidance services which extend beyond the counseling service.

(6) is characterized by a philosophy which permeates the entire training curriculum and training staff so as to bring about an understanding of and a commitment to the need for career development and career guidance and counseling at all levels of the educational system and related agencies.

(7) provides for exposure and experience of the person in training to a multiplicity of occupational areas, career guidance and development theories and practices and systems for the delivery of a comprehensive career guidance program to meet the identified needs of the various publics.

(8) gives evidence that a variety of participatory and experimental activities takes place through such planned, coordinated and supervised experiences as practitioner, internship, field placement and other continuing and indepth opportunities for the discovery and practice of skills, techniques and approaches in career development and career guidance.

(9) assures greater program quality, consistency and sequence, by providing that the professional personnel, who are to be trained to assume the responsibility for overall coordination and implementation of career guidance programs, must develop certain competencies to stand the test of evaluation which include, but are not necessarily limited to, (A) individual and group counseling skills, (B) the counselor and career guidance personnel as facilitators or agents for change, (C) personal and professional leadership qualities and abilities, (D) management (organization and administration) of a career guidance program, comprehensive in nature, (E) consultative and coordinative skills with teachers, staff, parents, community persons and others, and (F) placement skills.

(10) provides that the counselor, other career guidance personnel and differentiated staff persons who are assigned responsibilities in a career guidance program must demonstrate (A) a thorough understanding of counseling in the career development process, (B) a thorough understanding of career development theory and research and of group process, human relations and consultative skills, (C) a knowledge of curriculum and how curriculum is developed, (D) an understanding of the relationship among values, goals, choices and information in decision-making, (E) a knowledge of the history of work and its changing meanings, (F) an understanding of the changing nature of manpower, woman power and economic outlooks, and (G) familiarity with various strategies and resources for facilitating career development including the utilization of the school, the community, family, and the home, and

(11) gives evidence that educators in such institution of higher education who are responsible for training guidance personnel shall include a consortia of outside resource persons in the planning and delivery of learning experiences for developing competencies in career development and career guidance which includes but is not necessarily limited to, (A) State educational

agency consultants, (B) local educational agency personnel, including counselors, (C) personnel, including counselors of such local agencies as the State Employment Service and vocational rehabilitation service, (D) leaders in business, industry, labor, government, and the community-at-large, (E) parents of school-age children, and (F) students training to become guidance and counseling specialists and specialists in other related fields.

RETRAINING REQUIREMENTS

SEC. 223. No contract under section 211 with a post-secondary educational institution or State or local education agency for retraining of professionals (including counselor educators, school counselors, employment counselor, vocational rehabilitation counselors, counselors in alternative schools, counselors in private practice, and counselors in post-secondary educational institutions) already working in the field of career guidance and counseling, shall be entered into by the Commissioner unless the Commissioner, through the Office of Career Guidance and Counseling (as established in section 103), determines that such retraining program--

(1) is an organized, coordinated, planned program of retraining which is systematized and localized to meet the unique needs of the counselor in retraining,

(2) employs the concept of an interdisciplinary team and multi-agency or institution consortium to assess the needs and evaluate the program of career guidance and the guidance and counseling staff based upon the perceptions of clients, counselors, school or agency staff and administration, community members, including representatives of business, industry, labor, government, and parents, the professional association at the local, State, regional and national level, and the counselor training institution and other appropriate agencies,

(3) is based upon the need assessment for the locality made by the team described in clause (2) and includes a contract for retraining of the counselor with the training institution, appropriate agency or agencies, or other resource personnel who will participate in the retraining program to meet the unique needs as identified for that counselor,

(4) provides that the counselor in retraining shall demonstrate mastery of the competencies described in clauses (9) and (10) of section 222, and

(5) gives evidence for a multiplicity of vehicles through which contracted retraining experiences may be coordinated to meet the needs of the counselor, including but not necessarily limited to such vehicles as staff meetings, self-study (through outside evaluation and implementation), workshops, formalized course work, educational television or telephone networks and conferences.

PART D--DEMONSTRATION AND EVALUATION
PURPOSES OF PROGRAM

SEC. 231 (a) From the sums appropriated under section 102 (c), the Commissioner, through the Office of Career Guidance and Counseling (as established in section 103), shall carry out a program of demonstration and evaluation for purposes of--

(1) developing and demonstrating new guidance and counseling techniques relative to career decision-making skills and awareness,

(2) promoting demonstration activities in career guidance and counseling through the encouragement of pilot projects and the publication of developments in new technology, personnel utilization, multi-purpose facilities and delivery systems with innovative administrative and structural designs,

(3) providing for evaluation of the programs and services offered to determine their effectiveness and efficiency in meeting the needs of their clients, and

(4) providing for the communication of proven effective and efficient career guidance and counseling programs for career development.

(b) Demonstration and evaluation projects under this section may include--

(1) innovative career guidance and counseling techniques,

(2) updating and communicating information on projected areas of need for trained people,

(3) identifying effective methods for communicating information on how to develop programs of career guidance and counseling for career development that meet the needs of the staff and clientele in the setting,

(4) development of multi-media materials which (i) provide information on such areas as career options, projected need for specific skills and training at the local, State and national levels, and educational and training program opportunities and (ii) assist users in making career decisions, and

(5) identifying more effective methods for the training and retraining of guidance and counseling personnel working in career development.

PART E--FACILITIES AND EQUIPMENT AUTHORIZATION OF GRANTS

SEC. 241. The Commissioner, through the Office of Career Guidance and Counseling (as established in section 103), shall--

(a) carry out a program, consistent with the purposes of this Act and with appropriate State and local guidance and counseling programs, of grants to States and post-secondary educational institutions for--

(1) providing computer programs and equipment for information services, computer assisted guidance and storage and retrieval of current information on employment trends and educational opportunities in local areas and nationally,

(2) career information systems for local educational agencies which shall be integral parts of the local educational agency's plan for guidance and counseling programs, and which shall include such components as, (A) accurate and up-to-date survey and statistical data on current projected areas of occupational need, (B) accurate and up-to-date information on educational institutions and opportunities, (C) material to promote career decision-making skills in the population served, (D) information on the availability of jobs, loans, work-study and scholarships for funding of post-secondary education, and (E) information geared to those with specialized needs, such as persons reentering the work force, early retirees, those embarking on a second career and the handicapped, and

(3) equipment and supplies including, but not limited to, books, films and filmstrips, video and audio tape equipment, periodicals, career information bulletins, commercially prepared information packets, computer facilities, film and slide projectors, and microfiche and microfilm readers.

(b) assure, in carrying out this program, that full use is made of all information, data and equipment available in the community or State and national levels and that existing capabilities in and out of the public education system for improving and expanding current information and data are utilized and coordinated.

NOTES

APPENDIX 2

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
GRANT AND PROCUREMENT MANAGEMENT DIVISION
WASHINGTON, D.C. 20202

REQUEST FOR

PROPOSAL

GUIDANCE TEAM TRAINING PROGRAM WITH EMPHASIS

ON GUIDANCE FOR VOCATIONS AND LEARNERS WITH SPECIAL NEEDS

RFP NUMBER: 79-83

DATED MATERIAL — OPEN IMMEDIATELY

Closing Date: July 30, 1979

NOTES

WORK STATEMENT

GUIDANCE TEAM TRAINING PROGRAM WITH EMPHASIS ON GUIDANCE FOR VOCATIONS AND LEARNERS WITH SPECIAL NEEDS

INTRODUCTION

The Education Amendments of 1976 (P.L. 94-482), the Career Education Incentive Act, the Comprehensive Employment and Training Act, and other recent and proposed legislation at both Federal and State levels emphasize the nationwide need to make career guidance programs, services, and activities both more accessible and more effective in meeting the career development, vocational education, and employment needs of persons of all ages in all communities. The Vocational Education provisions place particular emphasis on the vocational needs of learners who are disadvantaged, minority, handicapped and/or female.

To facilitate national improvement of comprehensive programs of career guidance in accordance with the Education Amendments of 1976 and related legislation affecting guidance programming and delivery, the Bureau of Occupational and Adult Education is currently supporting a major project entitled, "Legislative Provisions for the Improvement of Guidance Programs and Personnel Development." **An abstract of this project is attached for reference.** It describes the major objectives of the current project and the contributions and products it will provide. Over 600 guidance personnel within the 50 states, the District of Columbia and Puerto Rico will be prepared by the current project to train local guidance personnel, but the actual training of local personnel is not included in this project.

II. OBJECTIVES

A new project is required to utilize the prepared guidance trainers, the handbook, associated training materials, and other products resulting from the ongoing project in achieving the following objectives:

A. To train **local** guidance teams throughout the nation.

B. To provide technical assistance to these trained local teams in the development and implementation of a local "plan of action" for each team.

C. To assure inclusion of specific emphasis in these local efforts on meeting the vocational needs of learners with special needs, and

D. To disseminate information about the activities of the project in order to create an awareness of project objectives, activities, and expected deliverables and outcomes.

III. TASKS

The essential tasks of this procurement are:

A. Requirements 1, 2, & 3 immediately below shall be completed **after** a contract is awarded, with contract funds. This shall not modify or alter the contract, but will further refine the more general procedures included in the proposal.

1. The Contractor shall meet with the Office of Education project officer in Washington within FIVE (5) work days after the award of the contract to discuss details regarding the short-span tasks which comprise the tasks outlined in the Baseline Management Plan. These refinements will not alter the contract or the proposed design of the contract, but are to provide

better management information for use by both the contractor and the Office of Education in monitoring the (1) work to be performed, (2) the time of performance, and (3) resources to be utilized.

2. On the basis of the meeting described in item one above, the Contractor shall prepare THREE (3) copies of a Baseline Management Plan for the accomplishment of all of the tasks, subtasks, key events, milestones, deliverables, and delivery of their associated products, within FIFTEEN (15) work days after the effective date of the contract. The plan shall update the Proposed Baseline Management Plan submitted with the proposal.

3. The Contract Officer shall notify the Contractor of its approval or required modifications within TEN (10) work days after receipt of the Baseline Management Plan. Further changes in the Baseline Management Plan may from time to time be required, as the progress or findings of the work progresses. (Such changes shall be subject to review and revision by the Contract Officer and Project Officer.)

B. Establish and Use a Project Panel of Experts.

The panel of approximately eight experts is to be selected, with the approval of the project officer, primarily from the pool of guidance trainers being prepared in the ongoing project. The panel is to represent the range of types of personnel being trained in this pool, supplemented by additional persons who are especially knowledgeable and competent with respect to the objectives and task areas of the project, as agreed upon by the contractor.

C. Familiarize project staff, Panel of Experts, and technical assistants with the ongoing project's products and training activities as they become available, and determine optimum ways to employ these products for this new procurement. The project officer will be of assistance in identifying their availability. (The final handbook is due from the current project on June 30, 1979, and the final training package by July 31, 1979. The workshops for preparing guidance trainers are scheduled to begin by August 1979 and to end before January 1, 1980.)

D. Update the current project's identification and analysis of relevant provisions of Federal and selected State legislation affecting guidance programming and delivery. Do this in the light of any significant modifications of such legislation occurring before the workshops specified in Task F below begin. (The current project is obligated to take account of amendments to identified Federal legislation occurring by February 28, 1979.)

E. Supplement the ongoing project's handbook and associated training materials as necessary to make achievement of the new project's purpose and objectives more effective. Use appropriate methods to accomplish this, including selected supplemental literature reviews.

F. Plan and conduct a minimum of 12 geographically distributed 5-day training/planning workshops for 6-member teams of diversified guidance personnel from selected **local** sites. The members of each **local site's team** should reflect a range of education-community significance for career guidance programming and delivery. Examples include counselors, teachers, principals, representatives of community organizations, and others reflected in the current project. The minimum goal is to service in these workshops at least one **local-site** team selected from **each** State, the District of Columbia and Puerto Rico. The term "local," in this context, is not limited to local schools or school districts alone. A variety of educational institution-local community teams is intended in keeping with legislative provisions, personnel competencies, and available resources as reflected in the handbook and related materials provided by the ongoing project and supplemented by tasks D and E above. Overall, this project is to be concerned with all educational levels, all ages in all communities, and special "target" populations and program settings.

The 6-member teams of **trainers** to be employed in these workshops are to be selected, with the approval of the project officer, from the "State-level" pool prepared for this purpose by the ongoing project; and they are to utilize for this purpose the handbook and training package provided to **them** by the ongoing project, supplemented by materials derived from tasks D and E above.

In addition to providing **training**, each workshop is to be designed to include development by each local team of **a "plan of action" for local implementation**, with the expectation that each local team will be committed to pursue such implementation, with the support of their respective administrative authorities, between completion of the workshop and termination of this project. Facilities used for these workshops must be free of barrier to the handicapped.

The project officer is to approve the plan for these **training/planning** workshops. The plan must be submitted by the end of the fifth contract month of contract performance. Expenses for travel and per diem of **trainees and trainers** in these workshops, and for reasonable compensation of the **trainers** at a uniform rate, will be allowable additional costs under this contract. Compensation, or "honorarium," for **trainees** will **not** be allowed.

G. Following the workshops, and during the plan-of-action implementation period, limited on-site technical assistance by a member of the "State-level" team which trained the local-site team is to be provided, as the local site may require and request. Reasonable compensation to the **trainer** for this purpose, and expenses for necessitated travel and per diem, will be allowable costs. On the average, it may be expected that three two-day technical assistance visits will be required to each local site. This form of technical assistance is to be supplemented by a leased **telephone "hot-line"** for needed intercommunciation and consultation among all project participants.

H. The project is also to employ, with the approval of the project officer, a small number of **special consultants** as **key personnel** for the purpose of highly specialized back-up assistance for the **trainers** themselves. This is to aid the **trainers** and project director as **they** identify major problems and issues being encountered by local-site teams in implementing their respective workshop-developed local plan-of-action. These special consultants may be drawn from the pool of prepared trainers and other appropriate sources.

I. Develop objectives, criteria, and methods for formative and near end-of-project **evaluations** of the implementation progress achieved by each local team; and conduct, analyze, and interpret these evaluations. A third-party source is to be employed for this purpose. The plan for these evaluations is to be approved by the project officer. It is to be submitted by the end of the sixth month. If FEDAC clearance of data acquisition is required, the contractor will also be required to prepare and submit the necessary materials, anticipating a minimum of five months following submission for completion of the clearance process. The "clearance" package, if needed, will be due by the end of the seventh month.

J. Purchase sufficient copies of the ongoing project's **final handbook** to supply a copy to **each** local **trainee** in time for developing and conducting the training/planning workshops, and to project staff, panel of experts, and special consultants.[1] Purchase sufficient copies of the ongoing project's audio-visual and other training "support" materials to supply a package to each of 52 local-site teams in time for the training/planning workshops.[2]

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[1] The best available estimate of this cost, on a cost-recovery basis, is $19,000.

[2] The best available estimate of this cost, on a cost-recovery basis, is $6,000.

K. Develop, print, and distribute as agreed upon with the project officer, a minimum of 250 copies of a monograph on the outcome of the Task I evaluations, together with resulting conclusions and recommendations of the project. Distribution will include local teams, appropriate State personnel, and dissemination conference (Task L) participants. The printing to be performed in accordance with Government Printing and Binding Regulations. (Contractor can print up to 5,000 units of only one page. Multiple-page items which exceed 25,000 page impressions must be printed through the Government Printing Office (GPO). The cost of GPO Printing is the responsibility of the contractor.

L. In the last month of the project, conduct a national project dissemination conference for selected and invited representatives of groups to whom project outcomes and recommendations should be most pertinent. The dissemination conference is to foster participant interaction in response to the project's conclusions and recommendations, including the monograph (Task K); to initiate and encourage dialogue and cooperative approaches among the groups represented; and to obtain suggestions for future program improvement efforts of national significance. A detailed plan for this conference is to be approved by the project officer. Expenses of such participants will not be an allowable cost. Facilities used must be free of barriers to the handicapped.

M. Design a self-mailer to provide initial project information for use by the Project Director and by USOE in responding to inquiries and in creating an awareness of project outcomes.

For budget planning purposes, the flier shall use color stock, one 8 1/2" x 11" sheet of litho coated test, sub 140 or equivalent, printed two sides, three-fold resulting in a 3 2/3" x 8 1/2" flier. Three draft copies of this flier shall be submitted to the USOE Project Officer within two months of the beginning date of the contract award. Allow ten working days for approval by USOE.

N. The Contractor's project director will participate in a minimum of two group meetings in Washington, D.C. The purpose of one of these is orientation relating to baseline management (Task A, p. 2); the purpose of the other is dissemination to Washington personnel from various agencies by briefing them on project findings and results.

IV. OTHER PROPOSAL REQUIREMENTS

A. General Plan

The approach and general plan for organizing, developing, and completing the required tasks shall be justified by the offeror. Procedures should be clearly specified and explained. Include suggested plans for the workshops (Task F) and for the evaluations (Task I).

B. Project Staff

Qualifications of key staff shall be provided, particularly in relation to career guidance personnel development; career guidance program planning, management and evaluation; career guidance team practice and resource utilization; and community cooperation and coordination; and management of major projects.

C. Baseline Management Plan

1. Provide a listing and description of each task. The tasks should be listed in order of substantive relationship, or serially in order of chronological completion dates. Indicate the names of key personnel for each task as well as person-days to be allocated to each task.

2. Provide the expected end date for each task and subtask(s), preferably in calendar weeks or months from the beginning date of the contract.

3. Provide a graphic display along with a statement which shows inter-relationships of tasks to each other.

4. Provide milestones in calendar weeks or months from the beginning of the contract for elements such as key events, deliverables, and for USOE approval of performed work.

5. Provide time for any USOE approval required before initiating work on key events or tasks (e.g., Federal Data Acquisition council forms clearance, preliminary plans, reports, etc.).

6. Provide description of each substantive document (e.g., manuals, handbooks, data tapes, charts, etc.) to be delivered by the contractor to the USOE. Also provide a schedule of delivery for each item, preferably in calendar months from expected date of contract award.

7. Provide a listing of materials or services the contractor expects the USOE to provide, if any (e.g., data tapes, reports, computer services).

8. Provide product and quality control plans for the work to be performed.

D. Understanding of Purpose

The proposal shall delineate the Offeror's basic understanding of the project. Outcomes shall be described and identified with each objective.

E. Offeror's Capability

The proposal shall include evidence of the Offeror's capability, **other than project staff** qualifications, (B, above) to accomplish the project in a timely and competent manner. **Documented** assurance of support from **cooperating** agencies, groups, and individuals, as may be identified in the offer, shall be provided if essential to the successful implementation of the project.

F. Project Cost

The cost proposal must provide sufficient detail for cost analysis, including separate identification of cost elements for labor, material, printing, travel, etc. Allocation of such resources by task and subtask should be shown as they relate to critical events and milestones set forth in the proposal's baseline management plan (C, above). The cost proposal should be separate from the technical proposal so that they can be independently evaluated.

G. Reporting Requirements

1. **Monthly Exception Reporting** - Monthly Exception Reports are required within TEN (10) days after the end of each calendar month. If there are no exceptions, the report may merely state that there are no exceptions. If there are exceptions to the Baseline Management Plan, the contractor shall describe the exception, describe the cause for the exception, and describe the plan for solving the problem. These reports shall be sent to the USOE Contracting Officer as specified for VI, 2 below.

2. Quarterly performance reporting to the USOE Contracting Officer will be in terms of the achievement of planned results, conduct of planned activities, and use of fiscal and personnel resources specified in the contract. Separate quarterly financial reports are required as specified in VI, 11 below.

3. A first-year report will be submitted which will serve both as a quarterly report (fourth quarter of the funding period) and as a summarization and documentation of the significant achievements of the **preceding year**.

4 A final report will be submitted which will serve both as the last quarterly report and as a comprehensive (24-month) final report. This final technical report is to consist of three self-contained components, each in the number of copies indicated:

(a) A one-page executive abstract (50 copies)

(b) A summary report of approximately ten pages (100 copies)

APPENDIX 3

TEXAS STATE PLAN FOR VOCATIONAL EDUCATION

under the vocational education amendments of 1968

Fiscal Year 1977

Texas Education Agency
Austin, Texas
June 1976

NOTES

APPENDIX 3

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Appendices

1.2 **Public Hearings and Information.**

1.21 **Public Hearings.** Public hearings on the development of the State Plan shall be held as required by legislation and in compliance with published State Board policies concerning public disclosure of the goals, priorities, and plans for public education in Texas (Policies of the State Board of Education, 1106 and 3104). Notice of the public hearing will be given at the formal State Board meeting the month prior to the meeting in which the State Plan will be heard. A copy of the proposed State Plan will be made available to public school officials in advance of the hearing prior to adoption by the State Board.

1.22 **Public Information.** The State Board, in consultation with The Advisory Council for Technical-Vocational Education in Texas, shall ensure the State Plan is made available to the public.

Approximately 3,000 copies of the State Plan will be published and one copy distributed to each individual having a need for it, including members of the following groups:

- Members of the State Board of Education
- Regional education service centers
- Vocational teacher-education institutions
- Local public school administrators
- Public community college administrators
- Members of The Advisory Council for Technical-Vocational Education in Texas
- Appropriate managerial personnel of the Texas Education Agency
- Texas State Library and other State agencies

When the final approved copies are available, copies will be provided at no charge to public school officials and other interested agencies and individuals upon request. After initial free distribution of the State Plan to identified groups and individuals, copies will be available for a nominal fee upon request. Persons desiring a copy of the current State Plan should contact the Publications Office, Texas Education Agency. A brief summary of the approved State Plan, describing the major provisions of the Plan and highlighting items of general interest, will be developed and disseminated.

1.3 **Minimum Qualifications of Personnel.**

1.31 **Qualifications of State Administrative and Supervisory Personnel.** Whenever certification is included as one of the mandatory qualifications for a position described in this Section, certification may be obtained under the provisions of Chapter 13, Subchapter B, Texas Education Code.

1.31-1 **State Commissioner of Education.** The duties and qualifications of the State Commissioner of Education are set forth in Paragraph 1.12 of this Section.

1.31-2 **Deputy Commissioners of Education.** The Deputy Commissioners of Education are appointed by the Commissioner, subject to the approval of the State Board, and have the responsibilities and qualifications established by State Board policies.

1.31-3 The **Associate Commissioner for Occupational Education and Technology.** The Associate Commissioner shall be selected by the Commissioner with the Advice and Consent of the State Board. He shall be a person of high professional qualifications, having a thorough background of training and experience in the fields of technical, vocational, adult, and manpower education and training, and shall possess such other qualifications as the Commissioner may prescribe.

(Chapter 31, Subchapter D, Section 31.71, Texas Education Code)

4.0 **Vocational Education Programs for the Disadvantaged.** Funds appropriated under Part 102(b) of the Act shall be used only for vocational education programs, services, and activities for persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program. Requirements set forth in Section 1.0 of this Plan and applicable to State vocational education programs assisted with Federal funds under Section 102(a) of the Act are also applicable to vocational education programs for the disadvantaged assisted with Federal funds under section 102(b) of the Act. In addition to the provisions of Sections 1.0 through 3.0 of Part I of this Plan, the following special provisions apply to programs for the disadvantaged.

4.1 **Required Allocation of Funds to Certain Areas.** Special consideration will be given to the approval and financing of programs and services in those areas within a school district, variously described as ghettos, linguistically isolated areas, poverty pockets or economically depressed areas, in which the general population requires specially designed vocational education programs and services in order for it to benefit from vocational education or consumer and homemaking education, and other areas of high youth unemployment or school dropouts as described in Subsection 1.10D of this Plan.

4.2 **Participation of Students in Nonprofit Private Schools.** The participation of students enrolled in nonprofit private schools in vocational education programs or projects under Part B supported with funds allotted under Section 102(b) and under Parts D and G of the Act shall be in accordance with the following requirements.

- Each program shall be designed to include, to the extent consistent with the number of students enrolled in nonprofit private schools in the geographic areas served by the program or project, vocational education services which will meet the vocational education needs of such students.

- The vocational education needs of students enrolled in nonprofit private schools located within the geographic area served by the program or project, the number of such students who will participate in the program or project, and the types of vocational education services which will be provided for them shall be determined after consultation with persons knowledgeable of the needs of those students, on a basis comparable to that used in providing such vocational services to students enrolled in public schools. Each application submitted by the local education agency to the Department of Occupational Education and Technology shall indicate the number of students enrolled in nonprofit private schools who are expected to participate in each program and project proposed by such agency and the degree and manner of their expected participation.

- Public school personnel may not be made available in other than public school facilities unless such services or activity involves working with industrial groups, preparing training plans for out-of-school youth and adults, or conducting approved programs of vocational education for the local education agency.

The State Board or local education agency will maintain administrative control and supervision of the programs in nonprofit private schools. The State Board has no authority to expend funds for vocational education in nonprofit private schools operated by religious orders or organizations. The State Board has authority to enter into contracts with other nonprofit private institutions, which have been accredited by the Texas Education Agency, for vocational education programs, services, and activities.

4.3 **Noncommingling of Funds.** State Board policies and procedures will assure that any Federal funds which may be made available under Section 102(b) of the Act to accommodate students in nonprofit private schools will not be commingled with State or local funds. Accounting methods are established that assure each expenditure of Federal funds made available under 45 CFR, Section 102.80 can be separately identified as such.

5.0 **Vocational Education Research and Personnel Training.** In addition to the provisions in Sections 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to research and training supported with Federal funds under Part C of the Act.

5.1 **State Research Coordination Unit.** The State Board has designated a unit within the Department of Occupational Education and Technology as the State Research Coordination Unit (see organizational chart). The director of the State Research Coordination Unit is responsible to the Associate Commissioner. The unit provides statewide leadership and technical assistance to local education agencies and other agencies, organizations, and institutions for stimulation of interest and facilitation of research and development in occupational education. Further, the designated research coordination unit will coordinate all research activities conducted under the auspices of this State Plan and Public Law 90-576. Staffing of the unit consists of the director, an assistant director, and sufficient personnel for effective operation of the unit. Additional functions of the unit are described in 1.14B-5 of this Plan.

5.2 **Application Procedures.** Under the provisions of Part C, Section 131(b)(2), of the Vocational Education Amendments of 1968, colleges, universities, local education agencies, and other public or nonprofit private agencies and institutions may apply for federal funds to support projects designed to contribute to the improvement of occupational education. The State Board may authorize payment of up to 90 percent of the costs of such projects, including projects for (1) research and training projects; (2) experimental, developmental, or pilot projects developed by such institutions and agencies and designed to meet the special vocational needs of youths, particularly youths in economically depressed communities who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education programs; and (3) the dissemination of information derived from the foregoing projects or from research and demonstration in the field of vocational education, which projects have been recommended by the State Research Coordination Unit or by The Advisory Council for Technical-Vocational Education in Texas.

A contract for the expenditure of funds in support of research or developmental projects of the types described in the preceding paragraph may be negotiated with applicants who submit acceptable proposals for such projects in accordance with the specific procedures for proposal preparation and submission set forth in guidelines published by the Unit (see Appendix--Section 5.2). The proposal document will describe the nature, duration, purpose and plan of the project, the use to be made of the results in regular programs of vocational education, the qualifications of the personnel who will be responsible for the project, a justification of the amount of funds requested, the portion of the costs to be borne by the applicant, and other detailed documentation as set forth in the guidelines for proposal preparation and submission.

5.21 **Submittal of Applications (Proposals).** Proposals will be submitted to the Department of Occupational Education and Technology, in the format prescribed in the guidelines for proposal preparation and submission. The proposal document will be accompanied by a cover page which will provide the title of the proposed project; the name of the agency, organization, or institution submitting the proposal; the name and position of the person responsible for development of the proposal; the name and position of the person who is to serve as the project director; the name, position, and signature of the official committing the applicant organization to the project; the name, position, and signature of the official with authority to negotiate contracts or grants for the applicant organization; and other identifying information as may be required in the specific guidelines.

5.22 **Review of Applications (Proposals).** Proposals will be reviewed by a committee of qualified persons. Review committee participants will be selected on an ad hoc basis and may include representatives from (1) the membership and staff of The Advisory Council for Technical-Vocational Education in Texas, (2) the membership and staff of the Coordinating Board, Texas College and University System, (3) the faculties and staff of

colleges, universities, and secondary schools, (4) the professional staff of the various departments of the Texas Education Agency, and (5) other public and private organizations. Each proposal will be carefully evaluated in terms of such pertinent factors as (1) relevance to priority areas in vocational education as specified in the long-range program plan and to vocational education programs, services, and activities specified in the annual plan, (2) adequacy and competence of personnel designated to carry out the program or project, (3) adequacy of facilities, (4) reasonableness of cost estimates, (5) expected potential of the proposed project being made a part of the regular vocational education program, and (6) the expected potential for utilizing the results of the proposed project.

5.23 **Action on Proposals.** Action taken on all proposals shall be in accordance with the provisions set forth in Paragraph 3.22 of this Plan.

5.3 **Notification to U.S. Commissioner.** The director of the State Research Coordination Unit will ensure that three copies of each approved proposal for which a grant or contract was made will be forwarded to the U.S. Commissioner via the appropriate regional office within 15 days after approval by the State Board.

10.0 **Work-Study Programs for Vocational Education Students.** In addition to the provisions in Section 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to work-study programs for vocational education students supported with Federal funds under Part H of the Act. Funds allotted to the State for the purpose of Part H shall be used for compensation to students employed pursuant to work-study programs and for the development and administration of the State Plan applicable to such programs.

10.1 **Procedures for Approval of Work-Study Programs.**

10.11 **Submittal of Applications.** Local education agencies shall submit an application for a work-study program to the Department of Occupational Education and Technology. This application shall include the nature, duration, and purpose of the program and outline the existing local conditions relative to the need for such work-study program, the names and probable number of participants, the training facilities available, the type of work assignments possible, financial provisions as they apply to Paragraph 10.23, and other data as may be required. The application will identify and state the qualifications of the local staff supervisor or coordinator responsible for operating the approved program; it shall outline the extent to which local funding is available in order to meet matching requirements; and it shall explain financial arrangements and duration for payment to students. The application shall indicate the place(s) of employment with assurance that a written agreement between the local education agency shall be entered into with other public agencies or institutions (Federal, State, or local) and that provisions have been made for adequate supervision of student employment. The local education agency shall so state in the application that a separate work-study account shall be maintained from which student compensation shall be made.

10.12 **Review of Applications.** The staff of the Associate Commissioner will review applications. Review procedures shall include application of criteria such as relevance to annual and long-range plans, adequacy and competence of staff, reasonableness of cost estimates, and expected outcomes. Upon receipt of a local application for a work-study program, the staff review team shall assign a priority of need as specified in criteria established. Priority for approval of work-study programs shall be given to those local education agencies located in economically depressed areas where vocational training might be expected to increase employment opportunities. High priority shall also be extended to those areas characterized by high percentages of school dropouts and substantial number of unemployed youth. Localities with a history of shortages in skilled occupations shall be given additional consideration for approval.

10.13 **Action on Applications.** Action taken on proposals will follow the provisions set forth in Paragraph 3.22 of this Plan.

10.2 **Requirements of Work-Study Programs.** Except as provided in Paragraph 10.3 below, funds allocated to the State under Part H of the Act will be expended solely for the payment of compensation of students employed pursuant to work-study programs approved by the State Board which meet the following requirements:

10.21 **Administration of Program.** The work-study program shall be administered by the local education agency and made reasonably available to all qualified youth in the area served who are able to meet the requirements set forth in Paragraph 10.22.

10.22 **Eligible Students.** Employment under the work-study program will be furnished only to students who are able to show need of the earnings from such employment to commence or continue their vocational education program, who are at least fifteen years of age and less than twenty-one years of age at the date of the commencement of employment; who are capable, in the opinion of the appropriate school authorities, of maintaining good standing in their school program while employed under the work-study program; and who have been accepted for employment or, if they are already enrolled, are in good standing and in full-time attendance in a program which meets the standards prescribed by the State Board and the local education agency for vocational education programs funded under the Vocational Education Amendments of 1968.

10.23 **Limitation on Hours and Compensation.** No student shall be employed during an academic year or its equivalent for more than fifteen hours in any week during which classes in which he or she is enrolled are in session. The compensation for such employment shall not exceed $45 per month or $350 per academic year or its equivalent. However, in the case of students attending a school which is not within reasonable commuting distance from their home, their compensation may not exceed $60 in any month or $500 per academic year or its equivalent. For the purpose of this paragraph, "academic year" means any three quarters interrupted by the equivalent of one month of vacation. A student attending a class on a full-time basis in the summer school term shall be limited to fifteen hours of employment per week and the monthly compensation of $45 or $60 as described in the above paragraph. If the student is not attending classes during the summer, there is no limitation upon the hours of employment or the amount of compensation which may be earned. The total summer earnings shall not be limited by or have the effect of limiting the compensation paid for the academic year pursuant to the preceding paragraph.

10.24 **Employment for Public Agency or Institution.** Employment under work-study programs shall be for the local education agency or other public agency in accordance with a written arrangement between the local education agency and other agency, and the work performed shall be adequately supervised and coordinated and shall not supplant employees who ordinarily perform such work. In those instances where employment under work-study programs is for a Federal agency, the written arrangement shall state that students so employed are not Federal employees.

10.25 **Maintenance of Effort.** In each fiscal year during which a work-study program remains in effect, the local education agency shall expend for employment of its students an amount in State or local funds that is at least equal to the average annual expenditure for work-study programs of a similar nature during the three fiscal years preceding the fiscal year in which the work-study program of such local education agency was approved.

10.3 **Funds for State Plan Development and Administration.** The amount of Federal funds used to pay the cost of developing the provisions in the State Plan applicable to work-study programs and the cost of administering such provisions shall not exceed one percent of the State's allotment under Part H of the Act for vocational work-study programs, or $10,000, whichever is greater.

12.0 **Vocational Guidance and Counseling.** In addition to the provisions of Sections 1.0, 2.0, 3.0, and 4.0 of this Plan, the following special provisions apply to vocational guidance and counseling services supported with Federal funds under the Act and State funds specifically appropriated for vocational guidance and counseling. (102.8)

12.1 **Guidance and Counseling Services.** The State Board shall allocate vocational funds to eligible agencies, institutions, and organizations for the following purposes: (1) state and local administration, leadership, and supervision of local vocational guidance and counseling services, including group instruction designed to assist individuals in making meaningful and informed occupational choices; and (2) local vocational guidance services which shall as a minimum: (a) identify and encourage the enrollment of individuals who need and can benefit from vocational instruction, (b) provide individuals with information necessary to make meaningful and informed occupational choices, (c) assist individuals while they are pursuing a program of vocational instruction, (d) aid individuals enrolled in occupational education in job or technical education placement, (e) coordinate placement and follow-up activities with the local State employment service, and (f) conduct follow-up activities to determine the effectiveness of the vocational instructional and guidance program.

12.2 **Application Procedures.** Submittal, review, and action taken on all applications or proposals (Form 3.21-8) shall be in accordance with the provisions set forth in Paragraph 3.22 of this State Plan.

12.3 **Policies and Procedures for Providing Vocational Guidance Services to Vocational Students and Prospective Students.** The Associate Commissioner will assure that administration and coordination responsibilities of the State Board are carried out to provide both State and local vocational guidance services sufficient to enable vocational instructional programs to achieve and continue to meet their objectives. The staff of the Associate Commissioner will utilize resources of the Texas Employment Commission, the Division of Guidance Services of the Texas Education Agency, and The Advisory Council for Technical-Vocational Education in Texas in carrying out the responsibility of the State Board for vocational guidance services.

12.4 **State Leadership.** An adequate vocational guidance supervisory staff will provide technical and consultative services for eligible agencies, institutions, and organizations conducting vocational guidance and counseling services. The state coordinator for vocational guidance services will provide leadership, administration, and coordination services for State and local programs of vocational guidance services.

NOTES

KEY PROJECT STAFF

The Competency-Based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a five-year period.

The National Center for Research in Vocational Education

Harry N. Drier ..... Consortium Director
Robert E. Campbell ..... Project Director
Linda A. Pfister ..... Former Project Director
Robert Bhaerman ..... Research Specialist
Karen Kimmel Boyle ..... Program Associate
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American Institutes for Research

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U.S. Department of Education, Office of Adult and Vocational Education

David Pritchard ..... Project Officer
Holli Condon ..... Project Officer

A number of national leaders representing a variety of agencies and organizations added their expertise to the project as members of national panels of experts. These leaders were--

Ms. Grace Basinger
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National Parent-Teacher Association

Dr. Frank Bowe
Former Executive Director

Ms. Jane Razeghi
Education Coordinator
American Coalition of Citizens with Disabilities

Mr. Robert L. Craig
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House Education and Labor Committee

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Competency-Based Career Guidance Modules

CATEGORY A: GUIDANCE PROGRAM PLANNING

- A-1 Identify and Plan for Guidance Program Change
- A-2 Organize Guidance Program Development Team
- A-3 Collaborate with the Community
- A-4 Establish a Career Development Theory
- A-5 Build a Guidance Program Planning Model
- A-6 Determine Client and Environmental Needs

CATEGORY B: SUPPORTING

- B-1 Influence Legislation
- B-2 Write Proposals
- B-3 Improve Public Relations and Community Involvement
- B-4 Conduct Staff Development Activities
- B-5 Use and Comply with Administrative Mechanisms

CATEGORY C: IMPLEMENTING

- C-1 Counsel Individuals and Groups
- C-2 Tutor Clients
- C-3 Conduct Computerized Guidance
- C-4 Infuse Curriculum-Based Guidance
- C-5 Coordinate Career Resource Centers
- C-6 Promote Home-Based Guidance
- C-7 Develop a Work Experience Program
- C-8 Provide for Employability Skill Development
- C-9 Provide for the Basic Skills
- C-10 Conduct Placement and Referral Activities
- C-11 Facilitate Follow-through and Follow-up
- C-12 Create and Use an Individual Career Development Plan
- C-13 Provide Career Guidance to Girls and Women
- C-14 Enhance Understanding of Individuals with Disabilities
- C-15 Help Ethnic Minorities with Career Guidance
- C-16 Meet Initial Guidance Needs of Older Adults
- C-17 Promote Equity and Client Advocacy
- C-18 Assist Clients with Equity Rights and Responsibilities
- C-19 Develop Ethical and Legal Standards

CATEGORY D: OPERATING

- D-1 Ensure Program Operations
- D-2 Aid Professional Growth

CATEGORY E: EVALUATING

- E-1 Evaluate Guidance Activities
- E-2 Communicate and Use Evaluation-Based Decisions

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